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ABSTRACT

Serving the Eastern part of the United States, Puerto Rico, and the Virgin Islands, 10 short-term institutes were conducted in selected cities for the purpose of improving vocational education and manpower training in metropolitan areas. Involving 911 administrative leaders in education and supportive services, each institute treated one of the following topics: (1) Administrative Coordination of Vocational Education, (2) Annual and Long-range Planning, (3) Orientation to New Vocational Education Concepts and Programs, (4) Coordination of Supportive Programs for Vocational Education Students, (5) Improving the Preparation of Professional Personnel for Vocational Education, (6) Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults, (7) Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth, (8) Improving Occupational Orientation Programs for Junior High School Students, (9) Development of Vocational Guidance and Placement Personnel, and (10) Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs. This volume includes a synthesis of the planning, organization, operation, and end-products of each institute and of a post-institute seminar. Volume II is available as VT 016 430 in this issue. (JS)

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FINAL REPORT

Project Number 9-0535

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SHORT-TERM TRAINING: MULTIPLE INSTITUTES FOR METROPOLITAN AREAS (EASTERN UNITED STATES)

Volume I Final Report of Project

Dr. C. Thomas Olivo – Director of Institutes

Dr. Albert E. Jochen – Co-Director

Temple University, College of Education
Division of Vocational Education
Philadelphia, Pennsylvania 19122

April 1972

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
National Center for Educational Research and Development

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U. S. DEPARTMENT OF
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FOREWORD

The "Short-Term Training: Multiple Institutes for Metropolitan Areas in the Eastern United States" were operated through Temple University under contract with the U.S. Office of Education. The ten separate Institutes, and a complementary Post-Institute Seminar, reached 911 administrative leaders in education, manpower training, related and supportive agencies and services, and vocational education youth organizations. The ten Institutes were conducted in cooperation with colleges and universities in states east of the Mississippi, the Board of Education of the City of New York, the Washington Technical Institute, and the Marie H. Katzenbach School for the Deaf.

The director of each Institute was specially selected for his depth of understanding and national contributions to a particular facet of the total effort. It was recognized that to affect behavioral changes in those who guide the destinies of many people through their decisions about vocational education, manpower training and related services, that groups who interacted in the inner cities should be involved. So, each Institute was instructured for maximum involvement of representative persons and organizations from major metropolitan areas.

Volume I relates to the functions of Central Office and the overall outcomes of the total effort. This Volume synthesizes salient elements in the planning efforts, the organization of the Institutes, their operation, and the end-products. It includes information on the "capstone" Invitational Post-Institute Seminar which provided further input of selected leadership personnel into basic issues and permitted a review of the outcomes with these leaders.

Thus, this Volume I and the complementary resource materials which are contained in Volume II relate to planning, administration, management, evaluation and reporting activities for all of the Institutes. In addition, the twelve Volume series for the project includes ten separate Final Reports (Volume III through XII), one for each Institute.

Copies of all Volumes (except I and II) have been provided to all State Directors of Vocational Education in the Eastern United States, to the Offices of Chief School Administrators in the major metropolitan areas, and to the Institute participants, consultants and other leaders. Additional copies were furnished to the U.S. Office of Education who, in turn, transmitted Volumes I through XII to the Educational Resources Information Center (ERIC).

Either Microfiche or hard copy reproductions of any or all Volumes are available from the Eric Document Reproduction Service (EDRS), Post Office Drawer O, Bethesda, Maryland 20014. A list of the titles and the accession numbers are identified in Appendix H. Volume II.

At this point it is important to record the contributions of many dedicated individuals. Recognition is made of those who served as the Directors of each institute. These leaders are identified later in this volume.

Special recognition is made of Dr. Charles Jochem, Superintendent of the Marie H. Katzenbach School for the Deaf in Trenton for unusual assistance. Without the special quarters and supportive services for the director and co-director, as provided at the Katzenbach School, the project would have been exceedingly difficult to administer. Note is made also of the support and assistance of Hollis Wyks in providing essential administrative assistance and Harold Curry for reproducing reports, forms and other materials. Credit is due to Mrs. Harold Curry for exceptional secretarial and office services. Acknowledgement is also made to Benjamin Shapiro of the Rutgers University Curriculum Laboratory for expertise in curriculum planning and reproduction of report materials.

The reception given to Dr. Albert E. Jochen, several of the Institute Directors, and the project director in the initial stages of meeting with 26 major cities superintendents and their administrative staffs gave assurance of their concerns, interest and willingness to arrange for their participation with other members of their staffs. Equally significant was the support of the State Directors of Vocational Education whose advice was solicited at each stage. The institutions who shared their facilities, professional staff, and resources is also acknowledged.

At Temple University, the encouragement and help of Dean Paul Eberman was important in reaching the decision to submit the initial proposal. Behind the scenes providing tremendous supportive assistance with finances, records and controls were Mrs. Elsie Roberts of the Controller's Office; Mr. Richard Smith of the Research and Program Development Office; and Dr. H. Halleck Singer – Chairman, and Mrs. Mary Nauman, Division of Vocational Education.

Advice, counsel, and friendly assistance were always present from the U.S. Office of Education. A sincere word of appreciation is expressed to Mr. Jack A. Wilson, Project Officer and Dr. Otto P. Legg. Their sage advice, friendly counsel, understanding and patience were important contributions to the project.

Fortunately, Dr. Joseph Manch, Superintendent of Schools, Buffalo, and President of the Great Cities Council, served as a Consultant for planning, discussing and resolving important issues. Largely through his suggestions the popular summary brochure should be a catalyst in producing a long-term multiplier effect.

Most importantly, recognition is made of the experience, dedication and contributions of the full-time co-director. His lifetime of working relationships with key education, manpower training, industrial, business, labor, and other leaders, was the key that opened many doors in reaching a high level of decision maker to participate in the Institutes. Thanks are expressed to Dr. Albert E. Jochen.

While this document brings to a successful conclusion one of the most complex organizational series of institutes, the wisdom of articulating a massive multiple effort will, in the years ahead, be measurable. The involvement of inner city team of leaders, representing many facets of human resource development, should result in the addition of relevant programs and services to meet more adequately the needs of youth and adults through vocational education and manpower training. The project was foundational and anticipated massive efforts to restructure curricula from early childhood throughout the occupational life span of each individual. Thus, the seeds were sown for receptivity and subsequently career development activities.

C. Thomas Olivo, Professor and
Director of Institutes

Philadelphia, Pa.
April 1972

SUMMARY

GRANT NUMBER: OEG – 0 – 9 – 480535 – 4435 (725)

TITLE: SHORT-TERM TRAINING: MULTIPLE INSTITUTES FOR METROPOLITAN AREAS (EASTERN UNITED STATES)

PROJECT DIRECTOR: Dr. C. Thomas Olivo, Professor and Director of Institutes
Division of Vocational Education, College of Education,
Temple University

PROJECT CO-DIRECTOR: Dr. Albert E. Jochen, Consultant
Division of Vocational Education, College of Education,
Temple University

INSTITUTION: Temple University of the Commonwealth System of
Higher Education, Philadelphia, Pennsylvania 19122

PROBLEM, PURPOSES AND OBJECTIVES

The problem related to the issues, forces, and other constraints in the inner cities of metropolitan areas and regions of high density population which prevent policy makers from making high level decisions to provide the quantity and quality of vocational education, manpower training and supportive human resource services to meet the full range of needs of people, consistent with the demands of the labor market.

The controlling purposes of the Short-Term Multiple Institutes were to implement behavioral change in important decision makers through their direct involvement as teams of inner city personnel. Thus, human needs (in a manpower context) were translated into viable vocational education, manpower training and supportive services that: are relevant to societal demands in metropolitan areas; implement current legislation mandates (examples: Vocational Education Amendments of 1968, the Economic Opportunity Act, the Elementary and Secondary Education Act, et al); and are directed particularly to minority groups, the deprived, disadvantaged, etc.

Four major objectives related to: (1) the marshalling of competing and supplemental services and programs into a coordinated effort to plan accessible quality programs of vocational education, manpower training and to provide essential services in metropolitan areas; (2) developing a multiplier effect, utilizing interdisciplinary teams of decision-makers to define models, stratagems, and a systems approach to program planning; (3) providing long-range visibility to exemplary programs and innovative experiences related to quality and accessibility, and (4) establishing a receptive climate among leaders to implement vocational education, manpower training, and ancillary services within institutions and on-the-job by coordinating all human and material resources.

Procedures and activities

Temple University served eight major functions: planning, coordinating, management, operation (of two institutes), promotional, establishing advisory councils, dissemination and evaluation.

It also interwove into the Institutes inputs from U.S. Office of Education position papers, Regional Conferences, Compact of States deliberations, and other research and development products.

- Ten short term institutes, each involving essential and specific areas of vocational education and training, were offered in selected metropolitan areas over a period of time from February through June, 1970.
- The institutes were conducted by selected universities, great cities educational departments that have demonstrated inner-city leadership, and specialized vocational schools serving the handicapped.
- Each of the multiple institutes was planned and administered by an institute director who had demonstrated outstanding capability to bring influential groups together to get maximum interaction and commitment from them; to produce feedback materials and reports; to define models, strategies and techniques; and to perform all services essential for the success of similar undertakings. These directors were welded together into a cohesive working team which maintained whatever level of autonomy they needed to function efficiently and effectively. Supplemental assistance given by the project director and co-projector director.
- Outstanding resource persons from great cities' school systems; all levels of government; the public and private sectors of industry, labor, management and manpower; other supportive services, and the lay public were used.
- The institutes served the States east of the Mississippi River, Washington, D.C., the territories of Puerto Rico and the Virgin Islands; Regions I through V as defined by the U.S.O.E. They were located so that they were easily accessible and provided maximum participation from the total geographic area served.

Conclusions and Recommendations

Each of the Institutes was pre and post evaluated to assess participant satisfaction, understanding of the importance and relevance of the stated goals and objectives, and the degree of implementation of the goals. From an analysis of the data gathered by the various evaluative instruments, it was concluded that the Institutes were successful in accomplishing their stated goals. Further, analyses of the total end-products revealed that the purposes and objectives were achieved.

The combined efforts of 911 people consisting of invited participants, resource and consultant personnel, Temple University project staff and the institute directors are reported in a twelve volume comprehensive series for the project.

Significantly, a special 24 page brochure: "Summary of Institutes" provides in capsule form a crystal clear summary of the problem, findings and recommendations of each Institute. The second half of this popular report is devoted to a list of important characteristics of quality programs and services against which leaders in education, manpower training, and other supportive services, may assess educational productivity in meeting vocational education and manpower training needs of the full spectrum of in-school and out-of-school youth and adults.

I INTRODUCTION

The Problem

A democracy has no other alternative than to educate and train all of its people up to the limits of their capacities. Such a philosophy, if accepted creates problems and raises such questions as, *by whom and how much:* It compels an individual approach in a social structure which is highly motivated by various pressures and pressure groups toward uniformity, toward assembly-line procedures, toward accepted middle-class stereotypes of behavior and achievement.

The problem of educating and training all, although universal, is particularly acute in the metropolitan cities because of the concentrations of people who, for whatever reasons, are disadvantaged in terms of the inability to relate to the traditional academically oriented educational programs.

Although the problem of educating all has always been present, it did not become aggravated and acute until improved socio-economic conditions made it not only possible but compulsory for all to enter and remain in the public school through the secondary school years.

Public education at the secondary level is and has been essentially middle-class academically oriented. Its professional personnel are by and large better prepared to plan, initiate, supervise, and evaluate an academic program.

In addition, the middle class school board members, communications media, and pressure groups representing such areas as research, technology, industry, business, the armed forces, collegiate institutions, and its professions, tend to support the goals of academic excellence and collegiate preparation to the detriment of that great mass of youth and adults for whom such goals are irrelevant.

It is not to be construed that the problems in education which have arisen as a result have been ignored. On the contrary, the problems are so acute and aggravated that they are of major concern to federal, state, and local governments, the public, labor, management, and educator. Much research, professional effort, and countless plans and reorganizations have been and are still being made in an effort to reach satisfactory solutions.

The muffled cries of discontent are not new to inner city leaders. Many have experienced all levels of poverty, sickness, deprivation and discrimination. These leaders truly know the hopes of people and the limited fulfillment up to this time. They know of the hopes of the underprivileged and their frustrations. They know that for most of those youth and adults who live submarginal existences, the traditional liberal arts/cultural lyceo concept of education lacks motivation, meaningfulness, and reality.

Yes, the inner city leaders in religion, education, welfare, industry, business and commerce, and other supportive services, recognize this period of turmoil and crisis to be a turning point in this Nation. Let it become a turning point that can lead us

democratically toward a better, more fulfilling, and promising life for all. A life in which each person, whether of high or low estate, physically or mentally handicapped, can attain personal fulfillment – see clearly his intrinsic relevance and worth to himself, his family, his neighbor and his country.

The central focus of the ten institutes was on the resolution of issues, forces, and other constraints in the inner cities of metropolitan areas and regions of high population density which prevent policy makers from providing realistic vocational education and training programs to meet the full range of needs of people and the demands of the labor market.

Influential decision-making teams, representing widely divergent interests and services, but all concerned with maximizing the development of human potential were involved in an inter-disciplinary approach, to:

- incorporate the best tested experiences, knowledge and material in identifying programs of vocational education and training that are practical of implementation by a leadership team.

- reassess vocational education and training efforts as an inseparable meaningful part of the total education program and to redirect programs and experiences, where necessary, to maximize the development of the human resource potential so that it becomes actual.

- affect behavioral changes in power structures and decision/policy makers so that legislative mandates for total education and training programs for in-school youth, out-of-school youth and adults become a reality.

- involve, to challenge, to stimulate, to demonstrate and to seek out new and more effective ways to educate and train this Nation's manpower and womanpower and to prepare feedback materials, methodology, research findings, design, etc. . . . to the end that functional programs of vocational education and training, including all essential related services, may be planned and implemented.

- equip each of the twenty-six major metropolitan cities with a vocational-technical education and training resource and implementation team at the administrative and supervising level within the department of education.

- resolutely face the inner city problems relevant to vocational-technical education and training, weigh critical indicators, analyze road blocks to implementation, and offer solutions and/or alternative strategies to attain solutions.

- effect more personal professional communication and liason between the Vocational Divisions of the State Department of Education and the metropolitan cities within their jurisdiction particularly concerning inner metropolitan city vocational education and training problems.

Overall Objectives of The Institutes

- To incorporate the best tested experiences, knowledge and materials in identifying programs of vocational education and training that are practical of implementation by a leadership team. The leadership team concept envisions such components as education, manpower, human resource, and other related services.

- To reassess vocational education and training efforts as an inseparable meaningful part of the total education program and to redirect programs and experiences, where necessary, to maximize the development of the human resource potential so that it becomes actual.

- To affect behavioral changes in power structures and decision/policy makers so that legislative mandates for total education and training programs for in-school youth, out-of-school youth and adults become a reality. "Equal access to an equality of educational opportunity" is a barren phrase. To bring it to fruition policy makers need to commit all community, state and national resources to a totally coordinated educational effort in which there is equality and quality to vocational education and general education to meet the full spectrum of human and manpower needs.

- To involve, to challenge, to stimulate, to demonstrate and to seek out new and more effective ways to educate and train this Nation's manpower and womanpower and to prepare feedback materials, methodology, research findings, designs, etc... to the end that functional programs of vocational education and training, including all essential related services, may be planned and implemented. The idea here is that decision makers in various capacities in enlarged population areas and the metropolitan inner cities may be harnessed into a massive coordinated effort to provide realistically coordinated programs and services.

Three cornerstones comprise the philosophical foundations upon which all of the institutes were planned.

> Equal access to educational opportunity shall be provided for every youth or adult. Equality and accessibility imply the chance to select vocational education as preparation for employment consistent with labor market and societal needs and the ability of the individual to profit by such instruction, or to select a quality program of general education which the individual in a free choice may elect.
>
> The total program and experiences in vocational education and training are an integral part of the mainstream of a total educational program (but with its own identity and specially qualified personnel to serve functions which have been identified as unique and require special experience and preparation) which serves man continuously throughout his life span.

Vocational education and training shall be open-ended so that man shall have opportunity continuously to advance to his highest potential level consistent with his interests, abilities and desires and the manpower needs of society.

Anticipated Outcomes:

Each of the ten institutes contained specific statements on anticipated outcomes to education, other supporting services, and cooperating organizations. From these, eleven statements are cited to give a broad overview of anticipated outcomes for the whole project and provide a general summary.

The outcomes of the multiple institutes should result in these long-range contributions:

(1) The formation of administrative leadership and decision-maker teams within states, metropolitan areas and enlarged administrative units. Through institute activity these leaders should obtain a thorough understanding of the full range of occupational needs of youth and adults and ways in which programs of vocational education and training may realistically meet man's needs throughout his occupational life span.

Procedures will be established for affecting administrative coordination in serving different population groups. Plans and model programs will be advanced which may be implemented in secondary and post secondary school structures.

(2) The development of capabilities in policy makers to prepare realistic annual and long-range program plans and projections for the disadvantaged and others, consistent with requirements of State Plans and Federal regulations applicable to the 1968 Amendments to the Vocational Education Act of 1963.

The present dearth of significant substantiating data with which to effectively plan new legislation on Federal and State levels; to identify staffing patterns, to establish curriculum planning, to make student projections, to specify instructional facilities and physical plant, and to provide other services, will be superseded by more valid information. With techniques clearly established through participation in their determination, administrative leaders will be able to identify, to obtain, and to translate important data into realistic program plans.

(3) The examination and defining of new concepts in preparing for vocations. These will develop as a result of interaction between educators, manpower and labor market analysts, labor groups, management, and related agencies.

Consideration of the conferees on career orientation activities which reach upward from the elementary grades through the middle and upper secondary school should provide new patterns and materials for use with students. These will help to interpret the world of work and bridge the gap in relating such experiences to serious considerations of vocational education and training as preparation for employment.

(4) The pinpointing of strategies and the development of models of exemplary programs which coordinate supportive community resources. The interaction of state and metropolitan area human resource personnel such as health, welfare and employment directors, guidance supervisors and administrators, with vocational educators will be foundational to the planning of functional programs and working relationships with supportive services.

(5) The development of techniques, the preparation of guidelines, and the defining of models for identifying and establishing quality programs for preparing professional personnel. Preservice and inservice programs of preparation, trends and needs will be studied and value judgments made on how such programs may meet area needs.

(6) The development of model teacher education programs, materials and techniques for preparing teachers and other personnel who are to work with disadvantaged youth and adults. These model programs will be based on analyses of competencies needed to meet successfully the occupational training needs of deprived and disadvantaged persons.

The models (in addition to equating teacher competencies needed to teach effectively youth and adults who are disadvantaged) should contain broad content guides for teacher educators, organizational patterns for teacher education, and (possibly) may propose changed certification standards.

(7) The identification of curriculum materials to improve the process and content of teaching and teacher education programs. Special attention is directed to curriculum development efforts, instructional materials preparation, and changed teaching techniques.

The planning of special curriculum development activities should assure that appropriate teaching/learning materials are identified, developed, and fully utilized to meet particular needs of the disadvantaged.

(8) The parameters, characteristics, content and methodology of teacher education programs for preparing teachers of deprived youth and adults should be defined using an interdisciplinary approach to understandings of poverty, disadvantagement and associated problems and conditions.

(9) The development of better understandings of the meaning, need and significance to an early occupational orientation through corporate study and visitation to exemplary programs. Such activity should lead to the establishment of unique survey techniques and the proposing of strategies and models of occupational orientation programs.

(10) Increasing the functional competence of vocational guidance, counseling and placement personnel in metropolitan areas through behavior and attitudinal changes. Personal assessment will be made of the quantitative and qualitative limitations of both individuals and preparatory programs to support expanding vocational-technical education and training programs. Program changes should result from new knowledge and interaction with peer groups concerned with career development, vocational education, job placement and follow-up, work experience programs, etc.

As models are developed, widespread dissemination of these experiences, programs, materials and techniques should produce changed qualifying standards; more valid counselor preparatory and upgrading professional programs, more widespread visibility to quality resource materials.

(11) The preparation and dissemination of test models which simulate innovative demonstrations, materials, techniques, and other experiences for application in vocational education and training programs for the inner city disadvantaged. Instructional packets which easily categorize valuable information and experiences are expected to be prepared.

(12) The evaluation of a multiple institute approach to change the behavior patterns of decision makers, to develop guidelines, to establish models, and to pool human resources, etc.

(13) Finally, the development of greater functional competence within Temple University and in the participating universities and school systems to relate plans, services and activities to working more closely and realistically with major units within inner cities who are concerned especially with disadvantaged youth and adults.

General Plan of Operation

- Ten short term institutes, each involving essential and specific areas of vocational education and training, were offered in selected metropolitan areas over a period of time from February through June, 1970.

- The institutes were conducted by selected Universities, great cities educational departments that had demonstrated inner-city leadership, and specialized vocational schools serving the handicapped.

- Each of the multiple institutes was planned and administered by an institute director who had demonstrated outstanding capability to bring influential groups together; to get maximum interaction and commitment from them; to produce feedback materials and reports; to define models, strategies and techniques; and to perform all services essential for the success of similar undertakings. These directors were welded together into a cohesive working team with whatever, level of autonomy that was needed. Supplemental assistance was given by the project director and the co-director.

- Outstanding resource persons were used from great cities' school systems, all levels of government; the public and private sectors of industry, labor, management and manpower; other supportive services, and the lay public.

- The institutes served the States east of the Mississippi River, Washington, D.C., the territories of Puerto Rico and the Virgin Islands, Regions I through V, as defined by the U.S.O.E. They were located so that they were easily accessible and provided maximum participation from the total geographic area served.

- Through presentations, discussions, field trips, and study in both small and large groups, the particpants had an opportunity to broaden their horizons, to interact and to confer individually, if desired, with the resource personnel and others having similar problems.

II METHODS AND PROCEDURES

Nomination and Selection of Participants

The Temple University Metropolitan Area Institute staff, in cooperation with the director of each institute, developed a plan for the nomination and selection of participants from the selected major metropolitan cities east of the Mississippi River which would provide:

1. a proper geographic representation
2. professional representation from the various vocational- technical fields at both state and local levels, including teacher educators and administrators of Research Coordinating Units and others, and
3. a representative team of decision makers selected from the administrative and supervisory staffs of education, manpower training, and complementary organizations from the selected cities.

To accomplish the above, each State Director of Vocational Technical Education in each of the states east of the Mississippi River and the Territory of Puerto Rico was informed concerning the Institute by letter, brochure, and personal discussion. The cooperation of the State Directors, in identifying and nominating participants, was solicited.

In addition, the superintendents of each of the selected major metropolitan cities was personally visited by a member of the institute staff for the purpose of discussing the overall goals of the institutes. Also, the goals of the institutes were reviewed relative to their relevance to inner metropolitan city vocational education problems and to encourage the nomination of appropriate decision making participants.

Participants were not only referred to each Institute as a result of these procedures, but were also invited directly by the director of each institute. The local institutional effort relative to participant selection was coordinated with and complimented the total overall nomination and selection effort conducted by Temple University. A popular brochure describing the Institutes and an institute application form which provided sufficient data for screening purposes were sent to each chief school administrator, each vocational director in each of the major metropolitan cities, each state director of vocational education and other manpower and supportive persons.

Each potential participant was requested to complete a standard application form and return it to the director of the Institute. The forms were screened and processed by the institute director. Referrals made by the co-director to the Institute director were accepted and processed by the institute director. Tables 1 through 6 of Volume II show the major metropolitan areas of Eastern United States and alternate major metropolitan cities considered for participant selection, and illustrate the technique used to assure geographic and participant representation from national, state and local levels in all vocational fields and related administrative positions.

Planning the Institutes

The prime contractor for the multiple institute metropolitan areas project was Temple University of the Commonwealth System of Higher Education, Philadelphia. The Division of Vocational Education, College of Education, had direct responsibility for the project.

Leadership for the project and its coordination and administration were provided by the principal investigator/coordinator and director, Dr. C. Thomas Olivo. Aspects relating to organization, management and operation of the institutes was a function of the project co-director, Dr. Albert E. Jochen. Supportive assistance was provided by University personnel from Research and Development, the several Colleges, the Division of Vocational Education, and other units.

Conferences of the institute directors, project director and the project initiator/coordinator were held to review and refine each institute in the perspective of the total project. New knowledge and inputs from position papers on vocational education and services that were being currently acted upon by operational level leaders in the nine regions; Guidelines for State Plans and the further interpretations on implementing the Amendments; and new techniques studied. A typical agenda illustrative of the type and quality of planning is shown in Appendix D, Volume II.

Related Commission of States papers and recommendations, similar materials from the Great Cities Council, National Labor-Management- Vocational Education Councils were analyzed. Other significant conferences conducted by non-educational groups (Industrial Conference Board, Bureau of Apprenticeship and Training, National Association of Manufacturers, etc.) received attention for possible contributions.

The project officer and other resource persons from the U.S. Office of Education were involved at appropriate times when their expertise was needed. Subject to prior approval by units within the Bureau of Research, individual contracts will be negotiated between Temple University and each contract institution, based on a revised and detailed institute proposal.

During the entire period of its project, the co-director met in the field with each institute director and other selected personnel at appropriate times to insure close correlation among the institutes and to provide the essential catalyst for continuously interweaving new strategies in terms of the total effort.

In planning each institute, recognition was made of the fact that the total program of vocational education and training must serve the needs of at least ten different major groups of people. When adequately educated and trained, all are needed in the work force and may be employed at various levels within an occupational cluster.

Each of the multiple institutes was planned within the outlined framework and administered by an institute director. Those who were selected had demonstrated tremendous capability to bring influential groups together; to get maximum interaction and commitment from them; to produce feedback materials and reports; to define models,

strategies and techniques; and to perform all services essential for the success of similar undertakings. These directors were welded together into a cohesive working team with whatever level of autonomy that was needed. Supplemental assistance was given by the project director.

Recognized consultants and resource persons were utilized in broad disciplinary and intrafield approaches with each session designed to interface these experts with the participants.

Each institute was planned to have available for the conferees the latest information and materials relating to that particular institute. Wherever practical and efficient, on-site visits to selected demonstrations and activities were provided. The institutes were planned with a "hands on" approach. They were as functional as possible and integrated content with training.

Instruction in new educational and manpower development methods, media and materials was stressed. The audiences were especially selected and identified according to the input of each institute.

Central to the planning of the institutes was the concept of totality of program, the enlarged geographic area, and full utilization of all public and private resources as integral parts of a massive collective effort. One final major service criteria was a part of the planning: namely, that an

- overall human resource development program is essential in which there is close articulation of the vocational guidance and counseling function in schools and institutions with related services provided by external units like employers, social services and other manpower agencies.

Implementation

It became abundantly clear that the key to change and to the broad planning of the individual multiple institutes within the complete project was one of involving experienced leaders. The effectiveness became dependent upon making known to other policy determiners the results of the interactions and conclusions of these leaders. Therefore, the total effort required in planning, operating, reporting and assessing demanded the cooperation and services of many persons and the involvement of numerous organizations.

The University served the following major functions: planning, coordinating, management, operation (three institutes), promotional establishing advisory councils, dissemination, and evaluation.

The procedures for the ten interrelated institues which served Regions I through V, as defined by the United States Office of Education, were grouped under five main categories: (A) Leadership, Administration and Coordination; (B) Advisory Committees and Councils; (C) Operation of the Institutes; (D) Visibility and Dissemination, and (E) Evaluation of the Institutes and the Project.

Promotional brochures and institute "Guidebooks" were developed which provided feedback of proven models, techniques, etc. Representative advisory committees served such functions as: Input and Liaison, Planning, Evaluation, Implementation, National Articulation, Public Information and Strategy, etc. A series of conferences of the institute directors were planned and held to keep the total effort relevant to developing conditions."

Coordination

In addition to the daily coordination provided by the Temple University central project staff, a representative planning and implementation committee consisting of the following personnel was formed and met regularly throughout the project.

Planning And Implementation Committee

*Temple University Project Staff**

Dr. C. Thomas Olivo
Professor and Director of Institutes

Dr. Albert E. Jochen, *Consultant*
Associate Director of Institutes

Dean of the College of Education—Dr. Paul W. Eberman—ex officio

Chairman of Division of Vocational Education—Dr. H. Halleck Singer—ex officio

Assistant Vice President for Research and Program Development
Richard L. Harrington—ex officio

*Philadelphia, Pa. 19122

Special Consultant and Representative of Major Metropolitan City Superintendents
Dr. Joseph Manch
Superintendent of Schools
Buffalo, New York

Directors of Institutes I - X

I. Dr. Charles Jones, Director
Department of Vocational-Technical Education
Marshall University
Huntington, West Virginia 25701

II. Dr. Seelig Lester, Deputy Superintendent of Schools of the City of New York
Board of Education
110 Livingston Street
Brooklyn, New York 11201

III. Dr. Adolf Panitz, Consultant
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

IV. Dr. Cleveland Dennard, President
Washington Technical Institute
4100 Connecticut Avenue, N. W.
Washington, D. C. 20008

V. Dr. Herbert Righthand, Chief
Bureau of Vocational Services
Consultant—University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117

VI. Dr. Bruce Tuckman, Associate Professor
SCOPE Center
Graduate School of Education
Douglas-Wood Lawn Gatehouse
Rutgers University
New Brunswick, New Jersey 08903

VII. Dr. Marvin Hirshfeld, Chairman
Department of Distributive Education
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

VIII. Dr. Charles Jochem, Superintendent
Marie H. Katzenbach
School for the Deaf
West Trenton, New Jersey 08625

IX. Dr. Gordon McMahon, Chairman
Department of Vocational-Technical Education
State University College
Oswego, New York 13126

X. Dr. Charles Nichols, Director
Department of Vocational Education
Kent State University
Kent, Ohio 44240

U. S. Office of Education Resource Persons

Dr. Otto P. Legg—ex officio
U. S. Office of Education
Bureau of Adult, Vocational and Technical Education
Washington, D. C. 20202

Mr. Jack A. Wilson—ex officio
U. S. Office of Education
National Center for Education Research and Development
Washington, D. C. 20202

This committee met at stated intervals for the purpose of assessing progress and lending professional direction to the total effort.

In as much as the U.S.O.E. had funded a similar project for the rural areas and for the states and cities west of the Mississippi, an interim National Coordinating Committee was formed consisting of the following personal:

Dr. Otto F. Legg ex officio
U.S.O.E. Bureau Adult Vocational and Technical Education
Washington, D. C.

Mr. Jack A. Wilson ex officio
U.S.O.E. National Center for Educational Vocational Research and Development
Washington, D. C.

Dr. C. Thomas Olivo – Temple University
Director of Institutes
Eastern United States

Dr. Albert E. Jochen – Temple University
Co-Director of Institutes
Eastern United States

Dr. Duane Blake – Colorado State University
Director of Institutes
Western United States

Dr. Dale Gutcher – Colorado State University
Co-Director of Institute
Western United States

Dr. John Custer – North Carolina State University
Director of Institutes
Rural United States

Dr. Rogers – North Carolina State University
Co-Director of Institutes
Rural United States

This committee met for the purpose of lending coordination and professional cooperation to the total national effort geared to "Training Professional Personnel responsible for Vocational-Technical Education at metropolitan and rural levels."

Dissemination

The central project staff developed a comprehensive brochure which included The Problem, The Role of Temple University, A General Plan for Conducting the Institutes, The Major Thrusts, Application Data, methods for selecting participants and a succinct description of each institute including participant representation, objective, planned outcome and procedures, and consultants. This comprehensive booklet was widely distributed by the central project staff and its Institute Directors.

In addition, each Institute's Director prepared an attractive brochure describing his particular institute. Newspaper and various other communications media were used by the Institute Director to cover their Institute.

All State Directors were kept informed by letter, telephone, and through personal contact either at their offices or at their annual convention concerning the total effort – progress, problems, areas of cooperation, and techniques for implementation of the recommendations.

Each Institute Director prepared a formal final report at the conclusion of his institute which conformed to the guidelines required by the U.S.O.E. for such reports. The net result was ten comprehensive volumes. All participants, resource and consultant personnel received a copy of the volume detailing their Institute. All State Directors in the States East of the Mississippi received the ten volumes for study and reference purposes. Copies of the ten volumes were also sent to ERIC.

A popularized succinct summary of each of the Ten Institutes was prepared and was given national distribution. A copy of the Summary is included as Appendix F in Volume II.

Evaluation:

The total project and each institute had stated goals and outcomes which needed to be accomplished in order to fulfill the stated professional requirements. Among the Institute Directors and the Central Project staff all were agreed upon the need and importance of pre-institute and post institute evaluation. Discussion was held, however, on how best to accomplish an evaluation. This was of course not only among the professional personnel involved in this project but also of the National Coordinating Committee. The feasibility and the advantages and disadvantages of developing and using a single evaluative instrument were debated. It was finally concluded at the national coordinating committee level that each project director would develop his own distinct evaluation instrument through interchange of instruments.

As a result, this project developed Form I and II at the central project staff level for use at each of the ten Institutes. Copies of these are in appendix C, Volume II. Form I consists of one part which contains a series of general statements concerning vocational-technical education that were applicable to all of the Institutes and a second part with statements applicable to a particular institute. The statements were essentially concerned with behavioral attitudes toward vocational education. Form III consisted of a series of statements designed to measure the effectiveness of the Institute in meeting stated goals and outcomes. Each of these forms was developed cooperatively with the Institute Directors and the essential professional clearance procedures required by the U.S.O.E. were strictly adhered to. Form I was administered at the beginning and end of each Institute. Form II was administered at the close of each institute.

Form III, a post evaluation designed to take place at least six months after the close of the Institute, was developed by the individual institute directors, cleared by the central project co-ordinator and approved through the prescribed channels at the U.S.O.E.. Samples of Form III as developed by each Institute Director including techniques for administering and an analysis of the data are included in each of the separate final reports.

III SUMMARIES: FINDINGS AND RECOMMENDATIONS WITH CHARACTERISTICS FOR ASSESSING PROGRAMS AND SERVICES

A. *The Major Thrust*

KEY ISSUES

- The depth of expertise in interpreting total human and manpower resources as foundational to educational structure, organization, administration and communication.
- The parameters of vocational education programs and services are constrained to the boundaries and limitations of conventional education programs and activities which are geared, primarily, to non-employment bound youth.
- The background preparation and experiences of many administrative leaders, board members and staff, and school organizational patterns mitigate against implementing new concepts in vocational-technical education and training.
- The inhibitions of the professional educator to seek out non-professional persons, to recognize the high degree of credibility of community persons and resources, and to utilize such resources as a part of the total educational program.
- Unrealistic vocational teacher and ancillary services personnel certification requirements and constraints within preservice and in-service teacher education programs which fail to recognize the need for bonafide occupational competency.
- Low priority in putting known professional knowledge and skills about disadvantaged populations, teaching/learning foundations, methodology, programs, services, etc., into relevant experiences to meet special adult needs.
- Sensitizing the community to establish honest labor market and job specifications based on occupational analyses in order to absorb disadvantaged young vocational-technical trainees who have developed marketable skills.
- Occupational orientation programs are considered as adjunct and not as an integral part of the total educational programs and offerings starting at the kindergarten level.
- Guidance and counseling services are generally constricted to provide major input for the non-employment bound youth and are unrelated for employment-bound youth. Further, they are usually non-existent for out-of-school youth and adults.
- The need for constructive and realistic national manpower policy and long-range human resource development plans as foundational to vocational-technical education research, innovative program planning, and the implementation of proven materials, techniques and devices for improving educational productivity.

SUMMARIES

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- A succinct summary of the findings, conclusions, and recommendations of each institute is presented on the following pages.

KEY ISSUES

B. KEYSTONES TO RELEVANT VOCATIONAL EDUCATION AND MANPOWER TRAINING PROGRAMS AND SERVICES

> The declared purpose of vocational education is to meet the needs of people of all ages in all communities of each state . . . "those in high school, those who have completed their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools . . . to the end that each person will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests and ability to benefit from such training."*
>
> *Abstracted from the 'Declaration of Purpose', PL90-576 (Vocational Education Amendments of 1968)

This declaration circumscribes professional accountability for assuring:

- ACCESS to an equality of education and manpower training opportunity and essential supportive human resource services for youth and adults . . . commensurate with the varying and unequal abilities, aptitudes and aspirations of each one . . . under public supervision and control . . . as part of the birthright of every individual . . . regardless of geographic location and ability of the individual to pay for a foundation occupational preparatory program;

- That vocational education and training constitutes the mainstream of the educational and manpower training system, in which general education and other related disciplines are an integral, inseparable part, and

- That man shall have continuous opportunity to advance to his highest occupational potential, consistent with his needs, interests and abilities, and the needs of society.

Institute I
Summary

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

THE PROBLEM: Higher levels of funding during the last decade and earmarked monies for specific target populations have had limited effect on the organization of the public education system and especially upon the implementation of vocational education programs for persons making up the major portion of the inner cities. Why? What constraints exist in the administrative organization of the public schools which prevent the total integration of vocational education in the mainstream of education and create an unfavorable climate for learning for all but the academically oriented?

FINDINGS: The administrative coordination of vocational education is hindered not because major metropolitan administrative staffs are not aware of the need for vocational education but because the professional education and training of such administrators is superficial when it comes to vocational education. As a result, academically oriented boards of education, supervisory, instructional, and ancillary staff are not given any orientation or are superficially oriented to the objectives and philosophy of vocational education and manpower training and its relevance in and to the total educational program by the administrator.

Thus, a major function of the school administrator, the development of a climate for learning which is optimum for all students (academically as well as non-academically motivated) is neglected. This is true also at the State and Federal levels.

Consequently, vocational educators and their students receive only second priority in and out of school. As a minority group, they suffer from the same stigmas. They live in forced isolation within the educational system and are accused of liking this and maintaining such separateness. The essential and sound professional educational differences in philosophy and methodology between vocational and academic educators are abhorred by the academic establishment, are not understood and are looked upon as constraints to coordination.

Existing structures of education do not, in present form, respond to the continuing vocational education and manpower training needs of either the individual, the community, or an industrial-technological society.

RECOMMENDATIONS: The professional education and training as well as the certification requirements of public school administrators should be reviewed and evaluated in cooperation with recognized vocational educators in terms of developing essential proficiencies in vocational-technical education.

Realistic and relevant planned programs for the continuous orienting of boards of education, supervisory, instructional, and ancillary staff, as well as the total student body and community, should be developed in concert with vocational educators and instituted.

Lifelong continuing vocational education and manpower training programs should be designed without regard to conventional administrative convenience.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

- The Superintendent, as the Chief School Administrative Officer, institutes a regular program to educate the School Board on the broad parameters of a total education and manpower training program and other essential services in order to meet the full spectrum of needs of youth and adults in the geographic area served by the system.

- The Chief School Administrator maintains standards in the selection of a capable, qualified, occupationally competent Chief Vocational Education Administrator and supervisory staff with equal status and powers of determination, complemented by capable and productive Vocational Advisory Boards.

- The Chief School Administrative Officer and School Board establish an administrative and supervisory structure which provides vocational education and manpower training personnel at high eschelons with decision-making capability to impact on establishing priorities and recommending policies.

- There is a qualified Chief Vocational Education and Manpower Training Officer with adequate high levels of competent vocational education supervisory staff to provide a systems approach to program planning, administration, supervision and evaluation for the whole vocational education program and services as a significant, integral part of the total educational enterprise.

Institute II
Summary

ANNUAL AND LONG-RANGE PLANNING IN METROPOLITAN AREAS IN ACCORDANCE WITH THE VOCATIONAL EDUCATION ACT AMENDMENTS OF 1968

THE PROBLEM: The under-utilization of human potential leads to many serious problems not only for the individual but for society. A technological society has a tendency to pressure for its specialized manpower skills and to ignore, give quasi support to, or eliminate unskilled and semi-skilled manpower needs. Since all individuals cannot meet the required standards for job entry in many of the technological areas either because of ability, motivation, or education and training, problems are born not only for the individual but for society as well.

Programs of education for occupations are designed to enable each individual to maximize his productive potential. Productivity implies the use of the developed potential, and this in turn means that these programs must lead to productive employment. There must be careful planning and design if this is to come about in a society that is in the midst of a demographic and technological explosion. Planning for the development of occupational competency of youth and adults is imperative.

FINDINGS: The Vocational Education Acts of 1968 by mandating State Plans compel long-range planning. Realistic planning at the state level should have input from urban, suburban and rural areas. Annual and long-range planning in Metropolitan areas for vocational education to be effective requires school administrators to be thoroughly conversant with the State Plan and its opportunities and requirements. This does not imply that essential and sound vocational education should be dependent upon whether the federal or state dollar is available.

Vocational planning must consider the individual en toto; his motivations, physical, mental and emotional capacities, and that he must live as an individual, a worker, a member of a family and society.

The planning should culminate in the gainful employment of the trainees in the occupations for which the education and training were given.

The commonality of occupational needs among the populations of Metropolitan areas results in the development of vocational programs which have similar goals. Even-though the organizational structure varies to provide such services, the duties, responsibilities, and obligations within each structure are practically the same.

Metropolitan areas have reached a point where there is no other alternative than long-range planning regarding vocational education and manpower needs, societal needs, fiscal responsibility and utilization of educational facilities.

RECOMMENDATIONS: Annual and long-range planning for vocational education must involve all sectors of the community, and must be finalized by the efforts of vocational educators at Federal, State and Local levels.

Vocational education must be recognized by the professional and lay public as a critical factor in the lives of people of all ages, and in the stability of each community.

More research into the planning process and the dissemination of such information in an understandable and usable form must be accomplished to expedite long-range planning for vocational education.

Manpower requirements and job entry specifications should be deveolped realistically rather than by conjecture or superficiality which tends to screen out of the labor market large segments of the population.

Long-range planning for vocational education must contain built in flexibility essential to meeting changing manpower and people needs.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

ANNUAL AND LONG-RANGE PROGRAM PLANNING

- Capable vocational administrators are charged with program planning, program development, program implementation and program evaluation. To this end, such persons are involved and assist in establishing program priorities, adequate levels of funding, and provide essential services to assure educational productivity in consonance with human needs and the demands of the labor market.

- All administrative and supervisory personnel are apprised of vocational education and manpower training activities, programs and services as the central focus of the community's vocational education and manpower delivery system.

- Inservice continuing programs are conducted to develop perceptions of needs of people and the labor market and the delivery system, based on valid, accurate interpretations reached through analyses and not by conjecture.

- The budget, reflecting the level of community and state support for programs and services (and additional federal monies), reflects the increased investment needed for vocational education and training. Appropriations are adequate to meet high standards for quality programs and services, which are relevant.

- The vocational education administrative and supervisory staff is considered as the prime planning, administrative and supervisory body for the community, and takes the leadership to develop a comprehensive manpower plan.

- The total manpower training capability of the community is considered and utilized in a total package within a comprehensive manpower plan.

- Annual and long-range program planning is based on occupational and job analyses. Honest education and training hurdles are established to enable people to become employable and remain occupationally competent.

- All planning is consistent with educational productivity and all that is implied in effectiveness with economic efficiency . . . human and material.

- Annual and long-range planning involves all sectors of the community and is "concretized" by the efforts of vocational educators at all levels.

- The practical arts (such as: industrial arts, home economics, and the non-vocational offerings in business, agriculture and distributive education) are included from kindergarten to grade nine (approximately) as an articulated series of learning experiences within the general education requirement of all youth.

- The practical arts provide orientation to and exploration of the world of work. In the upper secondary grades, and continue as a subject area in the general education curriculum to enrich the common core of learnings of those pursuing a non-vocational objective.

Institute III
Summary

ORIENTATION TO NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN METROPOLITAN AREAS

THE PROBLEM: In a dynamic technological society constant re-evaluation of vocational-technical education is needed in terms of the complexity of manpower needs, the rapidity with which research becomes operational, the technological displacement of workers, and social legislation at federal and state levels affecting the total community.

The student body in the public schools has changed drastically as a result of social legislation and improved economics. More and more of all of the children of all of the people enter and remain in school for a longer period of time. As a result, the numbers wanting and needing vocational education and training is increasing.

Specifically, the problem is in the development of a climate within the public schools which is conducive to the educational and career goals of all students.

FINDINGS: Vocational education has the methodology through the techniques of curriculum construction and individual instruction to make education meaningful and relevant to youth and adults.

Most youth are career oriented; they look to the public schools to supply them with relevant inputs for a careers payoff. In spite of this, career oriented programs enjoy an inferior status to academically oriented programs.

Job placement, the real need in career development, must be in keeping with the vocational education and training given.

Money is of itself not enough to develop effective programs of vocational education and training . . . ingenuity, inventiveness, adaptability, determination and a willingness to pursue new paths are equally important.

The misconceptions of youth toward work, particularly those youth of the inner city are a contributing factor to limited enrollment in vocational education and training programs.

The partnership of labor, management, the community and the schools is a powerful and effective force for relevant vocational education and training.

Strong vocational programs can be made stronger through effective representative advisory boards. Such advisory boards provide the linkage between the program and the employer.

The relevant curriculum is one geared to the realities of life for the student; its content is based upon an analysis of realistic student and job needs and not on academic respectability or conjecture.

RECOMMENDATIONS: Education, on all levels, should be refocused on youth and adults as effective workers in society.

Management, labor and the responsibile community has a stake in and must join the school to improve the image of work in our society and to give status to vocational education and training.

The metropolitan city school superintendent and his staff are the responsible professional educational leaders. As such they should become learned in vocational-technical education, should keep abreast of sound current practices, and should conduct a planned, continuous program of orientation to vocational education for the board of education and the total staff and student body.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS

- Vocational education and training is recognized as the central focus of all education and manpower training. Its interdisciplinary and all-community resource utilization is recognized in planning programs and services to reach the full spectrum of needs.

- Capable, experienced vocational administrative leaders prepare proposals for and establish strategies for innovative programs of vocational education and career orientation.

- The community's efforts in utilizing external funding for manpower training programs for disadvantaged and minority groups are coordinated by vocational administrators through comprehensive program planning.

- The school system provides a new outlook on the availability of physical plant, staff, instructional facilities; the mixing of different age groups, and other changes in patterns, content and methods in vocational education and training.

- There is a high degree of credibility of community representatives, particularly among those for whom vocational programs are intended.

- Workshops and institutes are provided for the total professional and supportive staff to develop cooperative administrative leadership and to improve the climate towards work and vocational education.

Institute IV

Summary

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

THE PROBLEM: The persistence of a national unemployment rate in excess of four percent during the twenty-seven years since World War II is of national concern. 1970-71 census data estimates reveal concentrations of unemployment in forty-three of the fifty largest Metropolitan statistical areas. These centers correlate with the highest density areas of vocational-technical education and manpower program services. The role of supportive services in the career development process can no longer be ignored.

The need for a total system of supportive services in the urban metropolitan areas of the nation is critical. Often, however, only pieces of this system have existed with interruptions or short circuits in the total help that an urban student may need to enter education, stay with it, achieve his present educational and career goals, successfully secure and hold a job, and possibly return for more education and career training on a continuing basis to maintain employability or to advance to more responsible and rewarding positions.

FINDINGS: Occupational information and the methods by which it is gathered are not effective.

The concept of educational and occupational counseling is related presently to academic rather than to the realities of the communities in which vocational education and training programs exist.

Effective coordination between community agencies serving the school which would contribute to vocational education and youth career goals is either lacking or its potential is not understood.

RECOMMENDATIONS: Systematic use should be made of the Research Coordinating Units in the State Departments of Education, so that broad-based economic pictures of communities can be developed and used to provide valid economic indicators of the job market and its entry requirements.

The United States Office of Education should effect a program link with the Bureau of Labor Statistics for dissemination to schools and to vocational education directors of economic data with educational implications.

Services at the local level (e.g., OEO, MDTA, Employment Service, Vocational Rehabilitation) should be coordinated from the central office of the local Board of Education.

There should be increased opportunities for total staff development to recognize the functions and capabilities of supportive service agencies and to work with them.

There is a need among all educators for an understanding of what vocational education and manpower training outcomes should be. The Institute delineated six critical skills of value to all students, but particularly to vocational students:

a. conceptual skills
b. analytical skills
c. ability to synthesize
d. ability to generalize
e. ability to make inferences
f. ability to discriminate

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS

- The professional educator seeks out non-professional and other community resources and utilizes these, where practical, as components of a total educational enterprise.

- The school system participates in the development of a central communications network for information about employment opportunities; including social constraints, entry requirements and expectations.

- A broad-based economic picture of the community is developed in concert with Resource Coordinating Units in the State Departments of Education in an attempt to provide valid information of the labor market and job needs.

- Vocational education personnel coordinate the services at the local level of such supportive manpower agencies as the following: State Employment Service, Vocational Rehabilitation, Veterans' Training, Manpower Development and Training, Office of Economic Opportunity, Comprehensive Manpower Plannings (CAMPS), and the like.

Institute V
Summary

IMPROVING THE PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION IN METROPOLITAN AREAS

THE PROBLEM: A democratic nation bears the responsibility of providing an educational system which serves all people. It must be a relevant educational system in terms of peoples' needs and goals, manpower requirements, and the continuous improvement of democracy.

The key to relevant education is in the preparation of educational personnel who can through administration, supervision, counseling, and instruction meet people and community needs. The crises in major metropolitan city school systems are indicators that the professional preparation of educators is lacking in relevancy to peoples' needs. How to find and remedy the weakness in such professional educational preparation is the problem.

FINDINGS: Effective teachers have an interest in students, recognize the relevancy or lack of relevancy in subject matter, develop empathy and not sympathy, and know the community in which they teach.

Three courses found most vital in the preparation of vocational teachers are: trade and occupational analysis, methods of teaching appropriate to vocational education, and the development of individualized instructional materials. A relevant curriculum must be taught in a relevant manner. Vocational education should regard itself as of the highest order and expect more from higher education.

Vocational teachers who will work with the handicapped should be given special preparation beyond their normal requirements. In order to obtain vocational-technical personnel in areas where shortages exist, there is a need for the correlation of manpower projections and teacher recruitment and preparation. A model of an exemplary vocational professional training program was developed which deals with major aspects of the problem.

RECOMMENDATIONS: Methods of preparing teachers should be diverse; not confined to preparation in a four-year institutional setting.

Resistance to the employment of non-degree teachers in the skilled craft areas by superintendents and boards of education because they do not easily fit into degree based salary schedules, certification requirements, etc., should be studied and steps taken to overcome unrealistic conditions and professional snobbishness.

Since adequate work experience is a prime requisite of vocational teachers, the adequacy should be evaluated by National Competency Examinations which should be developed by a National Consortium.

Graduate schools should offer graduate credit for work experience that has been professionally evaluated and equated according to a stated plan.

The in-service education of vocational educators should enlist the assistance of the community, business and industry in developing programs designed to keep such teachers up to date with and abreast of current occupational practices.

A closer professional working relationship needs to be developed and maintained between teacher education and training institutions and State Departments of Education to insure quality and relevant professional education and training.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

IMPROVING THE PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION

- Educational administration policy makers recognize diverse patterns for preparing vocational teachers and professional personnel, other than the conventional collegiate path.
- The school system recognizes the need to employ non-degree teachers with equal status and responsibilities as degree teachers and bases certification and employment requirements on careful job analyses.
- The work experience required of all teachers in vocational education and training is evaluated by a national occupational competency examination, developed by a National Consortium of States by skilled and knowledgable individuals in the occupation for which each examination is prepared.
- Vocational Advisory Committees play a key role in establishing real teacher supervisor and administrator qualifications and preservice and inservice needs.
- Teacher certification is based on successful, effective teaching experience.
- The State Department of Education assumes its responsibility to establish standards for professional development and improvement and works in concert with institutions to assure that occupational competency prerequisites are met and that relevant quality teacher/supervisor/administrator development programs are maintained.
- Undergraduate and graduate credit is provided for bona-fide work experience when validated by occupational competency examinations in both the theory and practices of the occupation.
- The school system encourages the early identification of potential leadership personnel in vocational education and provides opportunities to develop a cadre of professional leaders.
- The professional preparation of vocational teachers, supervisors and chief vocational administrators includes: appropriate, validated work experience as a basic requirement, complemented by other field experiences and structured internships as a part of a quality vocational teacher education program.

Institute VI Summary

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES TO REACH DISADVANTAGED ADULTS IN METROPOLITAN AREAS

THE PROBLEM: Effective ways and means of educating and training the disadvantaged, particularly disadvantaged adults, has long plagued educators, especially vocational educators who have a major responsibility with this segment of the major metropolitan cities. Little concrete information about disadvantaged adults has been incorporated into the mainstream of teacher education concerning needs, characteristics of relevent curricula, qualities essential to the successful teacher of disadvantaged adults, and techniques essential to developing rapport for such teaching.

FINDINGS: The potential teachers of the disadvantaged should possess the following abilities: (1) technical competency in the subject being taught, (2) empathy rather than sympathy for the disadvantaged, (3) fairness, firmness and the discretional ability to know when to be demanding and when to exercise restraint, (4) pedagogical competencies which make one an outstanding teacher, and (5) enthusiasm for one's job coupled with a high degree of creativeness.

In order for learning or growth to take place an individual must have a confrontation with reality; be oriented to problem solving, provide feedback about the effect on one's behavior, be stimulated by the environment and have full acceptance of individual growth goals.

Results will be slow when teaching disadvantaged adults and this may tend to discourage those who seek quick solutions.

Job requirements that most industries have set up for entrance employment bear little or no relationship to the actual job function. A job training program should train people for attractive jobs; not for those which someone has conjectured are the types of jobs the disadvantaged can do or ought to do.

Three teacher training models were identified and described; namely, (1) the curriculum component model, (2) the apprenticeship model, and (3) the interactive growth model.

RECOMMENDATIONS: The community should be involved in the planning and implementing of teacher education and training programs for disadvantaged adults, as well as of the training programs themselves.

Universities providing pre-service and in-service programs for teachers of disadvantaged adults must seek and respond to feedback from the teachers, administrators, and students in those programs for which they supply teachers.

Potential teachers of the disadvantaged should serve an apprenticeship which is carefully planned and supervised in the light of the needs of the disadvantaged people being taught.

Teacher educators should be thoroughly familiar with the needs of disadvantaged, know from personal experience how to teach them, and by precept and example be recognized as Master teachers.

The training process which produces the teachers for disadvantaged adults is exceedingly important. The process should be very carefully structured and taught by master teachers.

Technological gadgets, no matter how useful, should not be allowed to eliminate or relegate human interactive experiences to an unimportant position in the education and training of the teachers for disadvantaged adults.

Student teacher experimentation and innovativeness should be encouraged.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION PROGRAMS TO REACH DISADVANTAGED ADULTS

- The decision and policy makers for the total educational program of the state, and each community or area served by vocational and manpower training programs and services, are sensitized to the needs of disadvantaged adults in the metropolitan cities.

- Program standards, established by the State Department of Education, are based on valid analyses of educational, manpower training and related services needs of all persons who may profit by vocational education and training.

- Program standards, particularly for preparing and certifying teachers, supervisors and administrators (who are to plan and provide programs and other services for employment-bound persons), are translated into viable, relevant teacher training programs.

- Teacher trainers are knowledgable about realistic requirements for teaching, supervising and administrative services and are able to develop quality teacher training programs. Further, such programs include supervised internships in actual inner-city situations.

- The teacher training staff and institution has empathy for the people who are to be developed for teaching and other leadership positions.

- The teacher training institutions have a quality pre-service and in-service program of preparation for developing new full and part-time teachers of disadvantaged adults, based on current analyses, and for upgrading others.

- The school system recognizes all teachers who serve disadvantaged groups of equal status to all other professional persons.

- The school system provides conditions, facilities and other necessary resources and incentives for teachers to apply the processes and content of their training to the development of disadvantaged adults with marketable skills, consistent with their needs, interests and abilities and the needs of the work force.

- The teacher training institution carries on a realistic program of recruitment, advisement, screening, training, placement and follow-up of teachers and other human resource development personnel.

- The teacher training institutions, State Department of Education and local community take the leadership to plan, develop, provide and evaluate instructional resource materials at the level of the learner to meet particular conditions surrounding the disadvantagement of the group.

- The teacher training institution recognizes the importance of the processes, content (skill, theory, related understandings) and services essential in teaching.

- The teacher trainers are, themselves, master teachers who have served in complementary leadership roles of instructional supervision and/or administration.

- Potential teachers enter into the program with a commitment to serve people in general and disadvantaged adults in particular.

Institute VII
Summary

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

THE PROBLEM: The low achievement of Metropolitan inner-city youth, the high rate of drop-out, the increase in parent and student protests, and the growing militancy of minority groups for control of their schools are realistic indications of frustration and dissatisfaction with the educational status quo. This, coupled with increased community, political, and governmental concern and the establishment of a host of public and private agencies such as manpower development and opportunity centers to alleviate problems are further evidence that viable and realistic solutions must be found for the people problems in Metropolitan areas.

FINDINGS: Teacher educators must develop a realistic understanding of what it means to be a part of a racial minority in America.

Minority members must be recruited both to teach and to prepare teachers for teaching metropolitan inner city minority youth.

Developing a new educational program or changing an existing one without involving minority groups helps to make the new program or change fail.

Teacher training institutions are beginning to realize their responsibilities to the total community and particularly to minority groups. Disadvantaged youth are unique in their ability to cope with the realities of life. Disadvantaged youth assume an adult role earlier than middle class youth.

The Institute developed three specific models:

1. A teacher education certification program for vocational education with three broad components: (a) vocational competency, (b) general education understandings and competencies, and (c) professional understandings and competencies.
2. A graduate curriculum that includes such areas as research, administration and advanced specialty studies. The undergraduate curriculum would include courses geared to individual competencies; and
3. Instructional modules based on needed competencies of vocational teachers of the disadvantaged in terms of specific behaviors matched with specific learning experiences.

RECOMMENDATIONS: A coalition of government, business, industry, and educational agencies must be encouraged to formulate and direct societal changes.

Teacher educators must be master teachers and must get into the public schools if they are to be effective in meeting the challenge of educating all.

Teacher education and training institutions should, through continuous self evaluation, strive to attain the unique selection of study, practices, and experience which will lead to the production of educators competent to meet the challenge of a total education and training program.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

NOTE: Since Institutes VI and VII relate to viable, relevant teacher education programs and services, the characteristics just identified for Institute VI (for adults) apply, also to quality and excellence of teacher education for disadvantaged youth.

- Those who serve disadvantaged youth in metropolitan areas are: (1) committed and have empathy, and (2) possess fundamental knowledge of and experiences with disadvantaged youth in order to perceive needs, to reach intelligent decisions, and to provide essential programs and services.

- The vocational teacher education program, leading to certification to serve as teachers of disadvantaged and special needs youth groups, includes three broad components: (1) occupational competency, (2) a common core of general education understandings and competencies, and (3) professional development courses and experiences, based on actual analyses.

- Undergraduate vocational teacher training programs include adequate courses and learning experiences which are matched with the needed competencies of vocational teachers and others who provide ancillary services.

- Graduate vocational teacher training curriculums include advanced specialization studies and complementary experiences to develop capability in such areas as: teacher training, research and curriculum development.

- The State system of higher education recognizes the significant role of vocational teacher training for disadvantaged youth, promotes services, and assigns a high priority of time, personnel and resources.

- The school system provides incentives for quality vocational teachers to continue their development through participation in special clinics, workshops and institutes.

- Valid analyses are made of conditions, circumstances and particular student/teacher resource needs. The program provides for planning, development, production and distribution of instructional materials essential to teaching/learning success.

- Vocational administrators provide the central thrust for articulating vocational education and manpower training programs and services within the total community. Further, such services result in maximizing the development and placement of disadvantaged in-school and out-of-school youth in the labor market in jobs commensurate with their interests, abilities and desires.

Institute VIII
Summary

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

THE PROBLEM: If public education is for all and if democracy's life blood is a totally articulate community educated and trained up to each individual's mental, physical, and emotional potential, then educators must be concerned with the needs of the total school population. One of the needs is the development and institution of a realistic and relevant program of occupational orientation and exploration for all youth which will enhance individual career development through occupational preparation in vocational education and manpower training programs.

FINDINGS: The structure of the educational system (whether public or private) is essentially academic — as though everyone is going or should go to college. Those responsible for education are more familiar with academic needs then they are with vocational education and manpower training needs. The articulate middle class and the technologically oriented society pressure for academic preparation.

Inner city youth face very specific socio-economic and cultural patterns which often create negative rather than positive socially acceptable concepts when measured by middle class values.

The school's curriculum becomes relevant when it is geared to the realities in the student's life. Thus, realistic occupational guidance and orientation to the world of work must be provided.

RECOMMENDATIONS: A planned program should be developed and instituted by administration which will:

1. Develop and foster within the total staff and student body a climate for learning which favors all youth;
2. Remove and prevent further growth of privileged or status symbol courses or groups of students or teachers within the school which mitigate against a favorable climate for learning for all youth, particularly those motivated to enter work rather than college;
3. Reach into the inner city to seek out that which is essential to making the total curriculum relevant to realistic student and community needs;
4. Develop an occupational orientation/exploration and career development program which recognizes the world of reality in which inner city youth live;
5. Institute a broad and flexible occupational orientation/exploration program as an on-going process providing for the developmental needs of all youth, K-12; and
6. Provide for real work within the school and community setting which succeeds in blending vocational interests with realistic and relevant related and academic subjects.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

- The educational leadership has the needed background and experience to perceive and to include occupational exploration and orientation experiences and opportunities as an integral part of the general education of all youth.

- The educational leadership and system continues the early experiences of orientation to work in the elementary grades and exploration in the middle school with relevant vocational education programs and services in the secondary and post-secondary schools for youth who need and want vocational education to prepare for initial job entry, to retrain, or to upgrade their occupational capabilities.

- The school system recognizes and provides exit points for youth to enter the work world and reentry points for further education and training without penalty.

- Occupational exploration and orientation programs for disadvantaged youth are articulated with all education, manpower and community programs.

- The occupational orientation/exploration phases of the learning experiences of all are tailored to the needs and specific nature of the community and the realities of the student's life.

- Educational planners at state and local levels explore, analyze and tap the vast reservoir of data, experiences, personnel and organizations to make the world of work orientation/exploration programs live, effective and productive.

- Professional standards are realistic and are followed for those who serve as instructional and supervisory specialists in shop, laboratory, related subjects and ancillary services.

- The physical plant and instructional facilities are based on analyses and facilitate instructional efficiency and effectiveness.

- The inservice training of professional personnel is continuous and has as one objective the development of a total team effort to utilize the community's resources in a comprehensive and articulated program and services.

- The work-oriented experiences in the junior high school provide "hands on" live experiences with materials, tools and equipment.

- A continuous public information program operates to keep the community informed of changing curriculums and experiences, the dignity of work, and the place and relationship of orientation and exploratory experiences as foundational to making a wise occupational career determination.

Institute IX
Summary

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

THE PROBLEM: Counselors in metropolitan city schools are for the most part academically oriented by education, training, experience, and are motivated more by middle class pressures than by the minority community. As a result, vocational guidance, placement, and follow-up services for work-bound youth are neglected.

All too often youth who desire to enter the labor market from the school, are left to flounder on their own or are referred to an outside agency and forgotten. Vocational counseling and other related human resource services are imperative, Vocational Counselors should be carefully educated and trained to perform vocational guidance, placement, counseling, follow-up, and other essential services.

FINDINGS: Graduates of high schools seeking work ranked school guidance counselors fifth in a list of people who had helped most in finding a job.

Counselors have only a limited knowledge of vocational opportunities available for their students at the secondary and post-secondary levels. Because of school and community pressures for "getting (by contrast limited numbers of the total population) students into college", counselors neglect the majority who are non-college bound youth. Too often no one in school or out complains.

Self determination is being demanded by people at all points along the social, economic and political spectrum.

Too many students are living "lives of quiet desparation" as regards their school experiences.

Too many students are dissatisfied with guidance and counseling services to a point where they are ready to write off such services as non-productive.

A generation of counselors has been educated, trained and certified who are ready to diagnose pathology in every student they see.

RECOMMENDATIONS: Testing, counseling, training, referral, job placement, follow-up and replanning for additional training should be a systematic effort within the total school program.

In-service training programs for counselors should be conducted to build, strengthen and keep up-to-date their abilities in vocational guidance, placement, and follow-up.

Existing certification requirements and curricula designed to educate and train counselors should be evaluated and updated in the light of people needs.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

- Vocational guidance and placement services are recognized as part of a total package of human resource services which involve the input of other community resources such as: employment services, rehabilitation, social welfare, health, etc.

- The educational system utilizes the community resources to provide a fuller range of services for non-employment bound youth which are necessary and effective.

- The community provides continuous and continuing human resource development services and programs to all who need and may profit by such assistance.

- Occupational experience is one prerequisite for entrance into a professional program of preparation for those who are to provide vocational guidance, counseling and placement services.

- An in-depth training program provides valid courses, field experiences and internship.

- The school system carries on a continuous assessment of guidance/counselor capabilities to recruit, test, screen, advise, refer, place, evaluate, replan and recycle students through these major phases of service for the 80% employment-bound in-school youth.

- The community arranges to provide human resource development services continuously throughout the occupational life span of the individual, utilizing institutional and non-institutional resources.

- Human resource development services are planned for in-school youth, out-of-school youth and adults, with emphasis on groups with special needs.

- Inservice courses and experiences are planned for all professional personnel in the school system in concert with external agencies whose services impact on human potential development.

- The system and each school employ a capable vocational human resource coordinator at a high administrative level to coordinate all programs, services and personnel in the community, and to translate jobs into accurate educational specifications which become foundational to all of selection, training, and other services.

- Incentatives are provided for current guidance and counseling personnel to be upgraded and to recognize evolving concepts of increased services to meet the needs of the greatest number of youth and adults who are to be trained for entry jobs, retrained, or be occupationally upgraded.

Institute X
Summary

METROPOLITAN AREA APPLICATION OF VOCATIONAL EDUCATION INNOVATIONS RESULTING FROM RESEARCH AND DEVELOPMENT PROGRAMS

THE PROBLEM: The expansion of vocational education throughout the Nation increases the significance of quality and innovative programs. Current research and contemporary publications testify that one of the major problem areas in education has to do with the occupational needs of metropolitan inner city youth and adults.

An additional major problem stems from the lack of opportunity for vocational education to share the results of research studies, pilot programs, and experimental efforts. Existing information systems appear to be limited in services to vocational educators. If the findings never filter down to the local system in a useable form, no matter how important or excellent the research, it has little value.

FINDINGS: Time, personnel, and fiscal resources do not provide opportunities on the broad national scale for inter-program visitation to share innovations and significant and successful procedures in vocational education.

Existing information systems have serious limitations. Data which are assembled and stored are not easily retrieved and, hence, are not sought nor applied.

A definite need exists for greater inter-change, sharing of opportunities, and the development of a relevant, functional data retrieval and dissemination system.

RECOMMENDATIONS: Existing systems of data storing, retrieval and dissemination should be evaluated in the light of their impact on local programs of vocational-technical education.

An interface agent or agency should be provided to operate between the present information systems and the user to facilitate more effective utilization.

In order to assist in making research in vocational-technical education more relevant to local needs, problems should be solicited from major metropolitan area educators.

The professional education of vocational educators should include an organized course concerned with research and development sources, and methods of data retrieval, storage, and dissemination.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

METROPOLITAN AREA APPLICATIONS OF VOCATIONAL EDUCATION INNOVATIONS RESULTING FROM RESEARCH AND DEVELOPMENT

- The State Department of Education utilizes the Research Coordinating Unit to carry on essential research and to propose practical innovative programs to reach disadvantaged youth and adults.
- The State Department of Education has a realistic manpower development policy around which a long-range program of research, innovative, exemplary and demonstrative activities are planned.
- Knowledgeable vocational education personnel, representing the practitioners and utilizers of the products of research, with particular expertise in the inner city are involved in developing the specifications, preparing research and development activities and projects, and participate in research.
- The school system utilizes proven materials, techniques and devices for improving instructional excellence and educational productivity, consistent with human and manpower needs.
- The end-products, conclusions and recommendations of research, innovative and demonstration programs are evaluated for contribution, practicality, effectiveness and efficiency (economic and human).
- All physical and human resources of the community are considered, and capable persons from divergent backgrounds and agencies (institutional and non-institutional) are involved.
- Institutions and agencies participating in vocational research and development activities related to instruction, supervision and administration, are administered by competent, qualified personnel with bona-fide occupational experience and valid teaching experience as a minimum.
- The period of experimentation and innovative programs, the level of funding and staffing are based upon sufficient experiences to produce valid and reliable results which are worthy of implementation.
- A public information program is planned and carried on to report the results of research and experimentation accurately.
- Institutions and agencies awarded contracts to conduct research, innovative or other developmental programs are staffed by practical, experienced vocational educators. Such persons establish criteria and standards based upon analyses of vocational education and manpower training needs and possess the capability, knowledge and experience to provide the necessary leadership.
- The community (educational system) allocates priorities of time, finances and qualified personnel to long-range program planning, development, evaluation, refinement and further implementation.

IV EVALUATIONS

Procedures

In order to assess the effectiveness of the institutes, three different instruments were used. They were designated as Forms I, II and III. Forms I and II were developed at Temple University by the Institute Staff in cooperation with the Directors of the Institutes. Form III was developed under the direction of each institute director and was applicable to the institute under his direction. As a result, each form III was different.

All evaluative forms used were presented to the proper authorities at the U.S.O.E. for their study and all were approved for use. Copies of each evaluative form are presented in the appendices of each final report.

Form I was designed to elicit from participants their pre-determined opinions concerning fifty-two general principles or basic beliefs about vocational education and a series of specific principles applicable to and different for each institute. Form I was administered at the first session of each institute and at the close of each institute. This procedure was used in an attempt to determine any change in attitude as well as any trend by the participant group.

Form II was designed to determine the participants' opinions regarding the institute objectives, procedures and accomplishments. It was administered on the final day of each institute. Briefly, this form included 30 Likert-type items characterizing the institute and about which the participant was asked to indicate his agreement or disagreement on a five-point scale. Slightly more than half the items were written in the favorable direction and half in the unfavorable direction. Six open-ended questions followed the 30 Likert items. Finally, two items dealt with "would you do it again," and "would you recommend it." Response options were "yes," "no" and "uncertain."

The Forms designated as number III were developed to evaluate each institute 6 months after the final session in terms of action taken or planned as a result of participation in an institute. Each form was specifically tailored to evaluate the stated objectives of each institute.

Each institute director was granted the privilege of determining the most suitable method of analyzing the evaluative data for his institute. As a result, the several final reports present evaluative data analyses in a variety of ways.

Significant highlights of evaluation Form I

The function of this section is to present only significant highlights from the evaluations of each institute. For detail, the reader is encouraged to study the ten final reports.

(Institute I)

The participants' positions on major issues while they were present during the institute and statistically significant changes in their attitudes toward certain issues were drawn from the data collected on Evaluation Form I. The overall position taken by participants included:

1. Vocational education should be concerned with students of all ability levels.
2. Preparing students for entry into college should not be the major function of the high school.
3. The private sector should be the cost bearer of training workers.
4. General education is not more useful to the average student than vocational education.
5. Public high schools should not be accredited unless vocational education is provided.
6. Vocational teachers do not know and relate to their students better than academic teachers.
7. Vocational education should not be delayed until after high school.
8. Business and industry does not spend vocational training monies more wisely than public agencies.
9. Superintendents do not carry on a policy of informing boards of education concerning the aims and objectives of a sound vocational program.

The participants' positions changed significantly on the following issues with the following results:

1. Vocational education is not a frill.
2. Vocational education is as important for college-bound youth not planning to attend college.
3. Communications between superintendents and vocational directors are not such that vocational education and training can be easily presented.
4. Public and private agencies are undecided on the duplicating services in attempting to provide vocational education and training in metropolitan areas.
5. The vocational director should hold the rank of assistant superintendent to be effective.

The overall ratings given by participants to the items in Form I indicates general agreement favorable to vocational education. For item one, dealing with target population objectives, there was agreement that vocational education should be concerned with student ability at all levels. For item six on the function of the secondary school, all disagreed that the major function of the high school was to prepare students for entrance into college.

Participants were divided on the issue of who should bear the cost of training workers. The private sector was slightly favored as the cost-bearer.

Most participants agreed that vocational education cannot be over-emphasized and disagreed with the statement that general education is more useful to the average student. The majority suggested that schools should not be accredited unless vocational education is provided and that in their opinion the climate for such education is better in the comprehensive high school.

Is vocational education a frill? "Not so," said the participants, but scores on the same question moved toward less agreement on Form 2 at the completion of the institute, to the extent that there was a significant difference in pretest and post-test ratings. Again, there was a significant change in the amount of disagreement over the best preparation for entry into an occupation. However, participants agreed that vocational courses are as important for college-bound students as for noncollege- bound students. In this category, the difference in pretest-posttest scores was significant at the .01 level.

Item #33 revealed a small urban bias, where agreement indicated that vocational teachers were less adequately prepared for their jobs than academic teachers. There was general disagreement that vocational teachers knew and related to their students better than academic teachers.

Sensitivity favoring vocational education was indicated from the respondents for students terminating their education at the high school level, for students entering jobs, and for meeting individual needs. Does vocational education keep potential drop-outs in school? "Not so," according to participant ratings, but vocational education should not be delayed until after high school.

A significant change in the attitude of participants during the institute was indicated when disagreement increased over the question of employers preferring the more able vocational students. Disagreement was found on the issues of whether academic proficiency should count more than vocational proficiency and that academic counseling should preempt ocupation decisions, but participants did agree that vocational education should prepare the student for college as well as for work.

Do the minority groups expect preferential treatment? Not according to the respondents, but respondents believe that the parents of minority group students are interested in their childrens' progress. Foreign born parents, however, do not exhibit more support for their children entering a vocational program.

Respondents believe that the shop portion of vocational education is important to public education because it provides a haven for problem youth. Was this speculation on the part of the respondents? Probably not, since they also believe that vocational education skill courses provide learning experiences geared to individual needs better than academic courses. The respondents more strongly agreed with this concept at the conclusion of the workshop than at the beginning; however. the difference was not statistically significant.

The last twelve items in Form #1 dealt directly with issues studied in this institute. At the beginning of the institute, participants disagreed with the statement that communications between the superintendent and director of vocational education in metropolitan areas were such that vocational education and training problems can be easily presented and expedited. At the end of the institute the participants disagreed less and this change was statistically significant at the .05 level.

Participants agreed that public and private agencies wastefully duplicate services in attempting to provide vocational education and training in metropolitan areas. By the end of the institute the participants rated this issue near undecided. This change in ratings was statistically significant at the .01 level.

Must the director of vocational education hold the rank of assistant superintendent in order to be effective? At the beginning of the seminar the participants rated this issue between disagree and strongly disagree. At the close of the seminar, a statistically significant (.10) shift was made toward less disagreement.

On the issue of whether public education has enough problems without attempting to coordinate its vocational education with private and other public agencies, participants disagreed. Little change in this position was made during the institute. But whose responsibility is it to initiate this coordination? The participants disagreed that it is not public education's responsibility and concurrently agreed that it was not the responsibility of industry to initiate such action. The participants further held the opinion that business and industry does not spend vocational training monies more wisely than public agencies, but were undecided on whether industry can best develop and conduct vocational education training programs. Little change was noted in this issue during the institute.

Participants held opinions between agreement and undecided on the issue of vocational education providing a challenge to prevent drop-outs and were also undecided on the poor coordination between academic and vocational skill and related areas. They disagreed with the statement that superintendents in metropolitan areas carry on a policy of informing boards of education concerning the aims, objectives and requirements of a sound vocational program; thus inferring that boards of education need not have a working knowledge of vocational education.

Each of the items in Form #1 was subjected to a "t" test to determine whether a statistically significant change was made by the participants during the institute. Using a quantitative measure of "i" for strongly agree and "s" for strongly disagree, mean scores, standard deviation "t" scores are shown in Table VII of the Final Report for Institute I.

(Institute II)

Form I was presented at the beginning of the Institute in order to serve as a base for measuring possible attitudinal change over the course of the activity.

The consensus of the participants of the Institute was that:

1. Vocational education is necessary and valuable at the secondary school level.

2. Students should be admitted to such programs on the basis of career choice, and not steered into college-bound or vocational tracks on the basis of ability.

3. Vocational offerings are inadequate, (reason not specified), but the teachers are as well or better prepared for their jobs than academic teachers.

4. Vocational education in secondary schools makes valuable contributions to manpower needs, and is the best preparation for entry into the labor market on graduation from high school; on the other hand, vocational programs should be offered to college-bound students, and should be designed to permit graduates to go on to college if they so desire.

5. Minority group or foreign born parents are interested in their childrens' progress in school and do not look with either favor or disfavor on their being in vocational education programs.

6. The school boards and professional staff of urban systems of education are not particularly knowledgeable about vocational education, nor do they regard it with favor, but metropolitan school boards must accept the responsibility for vocational education of youth and adults.

7. Disproportionate amounts of money are budgeted for academic preparation.

8. Planning for education is necessary and valuable, should be engaged in by appropriate lay as well as professional groups, and should include plans for counseling and for dissemination of information to professional staff.

(Institute III)

91.89% agreed that students with the ability to suceed in college and whose stated goal is college should be encouraged to take vocational courses.

87.7% believed that public vocational education and training is essential in a democratic society.

75.5% believed that vocational education train for existing jobs and 14.3% disagreed.

91.8% did not believe that the general curriculum was the best preparation for entrance into an occupation.

95.9% disagreed that youth are educationally short-changed due to inadequate vocational offerings.

95.9% disagreed that vocational education is more important for rural areas than for urban areas.

95.9% believed that more above average students should be encouraged to enroll in vocational education

96% agreed that vocational education would still be needed if the ghettos were removed from metropolitan cities.

93.8% disagreed that technology is eliminating the need for skilled craftsmen and as a result academic education has become more important than vocational education and training.

88% believed that vocational education is needed in areas having an affluent public with a high percentage holding college degrees.

43% believe that educators other than the vocational educators in a comprehensive study have a good knowledge of the aims, objectives and philosophy of vocational education. 57% did not concur.

69% felt that academic teachers in a comprehensive high school do not seek and use opportunities to visit vocational shops and learn about vocational programs.

(Institute IV)

Institute IV did not receive Form I in time to use it as a pretest and as a result it wasn't used. The difficulty was due to a postal delivery problem at the time.

(Institute V)

Institute V chose to analyze the specific items, 53 through 67, which were particularly applicable to Institute V and which dealt with teacher preparation. Three items showed the greatest shifting in attitude.

V-66 The rapport between academic and vocational teachers in metropolitan cities is as good as can be expected.

	SA	A	U	D	SD
Pre-Test	1	9	6	21	5
Post-test	0	5	2	30	5

Agreement with this statement was reduced from 10 to 5 while disagreement was increased by 9 responses. The four added responses may have been drawn from the "undecided."

V-58 The requirements for entrance to and graduation from college or university are so academically oriented that few vocational shop teachers see the value of aspiring to earn a bachelor's degree.

	SA	A	U	D	SD
Pre-test	0	16	7	17	1
Post-test	0	24	2	14	1

This item contained sixteen changes showing an increase of eight in agreement and a decrease of three disagreements.

V-63 The administration of metropolitan city school systems, plan, initiate, and conduct in-service programs designed to make the entire professional instructional staff knowledgeable concerning vocational education.

	SA	A	U	D	SD
Pre-test	6	7	5	20	4
Post-test	6	9	0	23	2

Fourteen changes occurred in this item though the shifting was slight since the major change appears in the reduction of the undecided to zero with four representing the increase in agreements and one the growth in disagreement.

(Institute VI)

INSTITUTE VI – was the pilot institute and Form I had not been cleared for use when Institute VI was scheduled to start. As a result it was not used. The Watson-Glaser Test of Critical Thinking was administered at the beginning and end of the institute (Form YM was administered at the beginning and Form ZM at the end). This test measures problem solving skills in areas of inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. Both were administered to the two sections of the Institute VI and also to the participants in Institute VII for comparison purposes.

Mean and post-test scores for two sections of Institute VI and Institute VII were as follows:

	Institute VI	Institute VI	Institute VII
Pre-test	65.06	71.08	65.04
Post-test	76.23*	71.00	70.50*

* Significantly different from one another at .05 using a one-tailed t-test (t = 1.87, df = 42)

(Institute VII)

Institute VII reports that a "careful comparison of the pre and post-test results revealed surprisingly little change of mind took place during the two weeks that the institute was in session." Items of strongest agreement were: 1, 3, 4, 11, 12, 13, 14, 16, 19, 21, 22, 30, 32, 42, 53, 56, 70, 71. Items of strongest disagreement were: 2, 5, 6, 8, 9, 10, 15, 18, 23, 35, 38, 43, 45, 47, 48, 49, 52, 62, 76.

Form I Highlights (Institute VIII)

The results of the correlation of Institute Evaluation Form I which was presented both as an immediate Pre-Institute and Post-Institute Evaluation, show little if any large deviation of agreement or disagreement with the statements made. Of the sixty-seven statements posed to the participants, only nine statements showed distinctive movement. Of this nine, the correlated results of three statements showed only a trend in the direction of significance because of the small number of people involved in the change. The other six worked out to be not significant with significance of difference between two correlated proportions being used. The three statements that showed a trend in the direction of significance (sig. .05 two-tailed test 1.96 = 2; sig. .01 two-tailed test 2.58 = 2) are as follows:

#23 "The general education curriculum is the best preparation for entry into an occupation upon graduation from high school."
The trend here was a change from agree to disagree.

#37 "Children whose parents are foreign born get more parental support for entering a vocational program than children from parents born in America."
The trend here was a change from undecided to disagree.

#47 "Academic proficiency should count more than vocational proficiency when setting high school graduation requirements for vocational students."
The trend here was a change from undecided to disagree.

(Institute IX)

The reliability estimate for Form I was .807 pre-institute and .797 post-institute.

The results obtained from Form I lend support to the hypotehsis that the institute was highly effective in changing the attitudes of the participants. Pre-Post differences in responses in a positive direction were significant beyond the .001 level. Means and SD are presented in the original report. Of those items whose response patterns tended to change, over 2/3 changed in a positive direction.

Mean differences between Form I pre-post 9.00 SD of differences 17.4.

t ∫∫ 3.6	P ∠ .001
Pearson r	Pre-post = .495

(Institute X)

An analysis of the pre and post test Form I was made and is tabulated in four tables in its original report. Thirty-seven items, 52.22%, indicated a post-test mean, greater than the pre-test mean. Twenty-three items, 34.33% showed a post-test mean that was less than the pre-test mean. Seven items, 10.45%, revealed no change in mean from pre to post test. These data reflect change for 89.55% of the items.

TABLE I

INSTITUTE EVALUATION FORM I ITEMS WITH GREATEST CHANGE

Item Number	Item	Positive Net Change
30	Youth are being educationally shortchanged due to inadequate vocational offerings.	0.79
40	The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum.	0.53
22	The importance of vocational education cannot be emphasized enough to the lay public.	0.52
25	Funds allocated in the school budget to vocational education should be in proportion to those students who enter the labor market from school.	0.47
26	The national per capita income is adversely affected as public support for vocational education declines.	0.47
*67	Major metropolitan cities, because of the size, quality and diversity of their professional staff, provide adequate research in vocational education to meet their needs.	0.43
9	Vocational education should not be in the high school because its skilled teacher qualifications, scheduling, and curricula are so different from regular high school requirements.	0.42
14	Vocational education contributes to the solution of unemployment.	0.42
*60	The various vocational research centers in the U.S.A. should request assistance from the State and Local Directors of Vocational Education in getting research problems.	0.42
11	The importance of vocational education cannot be emphasized enough to the general educators.	0.37
23	The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.	0.37
*65	It is almost impossible for the local directors of vocational education to find out what is available in vocational curriculum construction.	0.37

The asterisked items are directly related to research and Institute X.

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR
EASTERN METROPOLITAN AREAS

Sponsored And Coordinated By The Division of Vocational Education
College of Education, Temple University, Philadelphia, Pennsylvania
Under U.S.O.E. Grant 9-0535

. . . . . .

Institute #_____ Institute Evaluation Form #II

Name_____

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. All information furnished is confidential.

Example:

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
Air pollution must be attacked at the national, state and local levels	(SA)	A	U	D	SD

This person feels in no uncertain terms that air pollution must be attacked.

- -

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The objectives of this Institute were clear to me	SA	A	U	D	SD
2. The objectives of this Institute were not realistic	SA	A	U	D	SD
3. Specific objectives made it easy to work efficiently . .	SA	A	U	D	SD
4. The participants accepted the objectives of this Institute	SA	A	U	D	SD
5. The objectives of this Institute were not the same as my objectives . . .	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
6. I did not learn anything new . . .	SA	A	U	D	SD
7. The material presented was valuable to me	SA	A	U	D	SD
8. I could have experienced as much by reading a book	SA	A	U	D	SD
9. Possible solutions to my problems were considered	SA	A	U	D	SD
10. The information presented was too elementary	SA	A	U	D	SD
11. The speakers really knew their subject	SA	A	U	D	SD
12. The discussion leaders were well prepared	SA	A	U	D	SD
13. I was stimulated to think about the topics presented . . .	SA	A	U	D	SD
14. New professional associations were made which will help	SA	A	U	D	SD
15. We worked together well as a group	SA	A	U	D	SD
16. We did not relate theory to practice	SA	A	U	D	SD
17. The sessions followed a logical pattern	SA	A	U	D	SD
18. The schedule was too inflexible .	SA	A	U	D	SD
19. The group discussions were excellent	SA	A	U	D	SD
20. There was very little time for informal dialogue	SA	A	U	D	SD
21. I did not have an opportunity to express my ideas	SA	A	U	D	SD
22. I really felt a part of this group	SA	A	U	D	SD
23. My time was well spent	SA	A	U	D	SD
24. The Institute met my expectations	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
25. The reference materials that were provided were very helpful	SA	A	U	D	SD
26. Too much time was devoted to trivial matters	SA	A	U	D	SD
27. The information presented was too advanced	SA	A	U	D	SD
28. The content presented was applicable to the important problems in this area	SA	A	U	D	SD
29. Institutes such as this should be offered again in future years .	SA	A	U	D	SD
30. Institutes such as this will contribute greatly to stimulating interest in improving vocational education in the metropolitan areas	SA	A	U	D	SD

31. As a result of your participation in this institute, what plans have you formulated which you may present through appropriate channels for consideration and action in your community either now or the immediate future? Outline briefly the key points.

32. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them? What types of information can the consultants or participants contribute that would be helpful to your work?

33. In your opinion, what were the major strengths of this institute?

34. In your opinion, what were the major weaknesses of this institute?

35. If you were to conduct an institute similar to this one, what would you do differently from what was done in this institute?

36. Additional comments about institute.

37. If you had it to do over again would you apply for this institute which you have just completed? Yes_____ No_____ Uncertain_____

38. If an institute such as this is held again would you recommend to your peers that they attend? Yes _____ No_____ Uncertain _____

SIGNIFICANT HIGHLIGHTS OF EVALUATION FORM II

An analysis of items 1 – 30 for Form II for the ten institutes was made assigning 0 to responses for undecided and combining strongly agree and agree as "agree" and strongly disagree and disagree as "disagree." The results of such an analysis of 546 participant responses appears in Table II.

TABLE II
ANALYSIS OF EVALUATION FORM II
FOR ALL INSTITUTES

No.	Item	Agree	Disagree
1.	The objectives of this Institute were clear to me	89.5	6.0
2.	The objectives of this Institute were not realistic	3.8	89.5
3.	Specific objectives made it easy to work efficiently	86.9	6.4
4.	The participants accepted the objectives of this Institute	87.1	4.2
5.	The objectives of this Institute were not the same as my objectives	9.9	96.4
6.	I did not learn anything new . .	1.8	95.0
7.	The material presented was valuable to me	90.3	5.7
8.	I could have experienced as much by reading a book	91.6	4.4
9.	Possible solutions to my problems were considered	81.3	4.7

No.	Item	Agree	Disagree
10.	The information presented was too elementary	3.8	95.8
11.	The speakers really knew their subject	97.0	2.4
12.	The discussion leaders were well prepared	90.1	3.7
13.	I was stimulated to think about the topics presented	92.3	4.2
14.	New professional associations were made which will help	91.0	1.0
15.	We worked together well as a group	97.1	1.4
16.	We did not relate theory to practice	3.7	87.5
17.	The sessions followed a logical pattern	91.6	2.6
18.	The schedule was too inflexible	66.3	25.4
19.	The group discussions were excellent	90.3	4.0
20.	There was very little time for informal dialogue	68.6	30.1
21.	I did not have an opportunity to express my ideas	2.4	94.8
22.	I really felt a part of this group	95.1	2.7
23.	My time was well spent	95.3	2.6
24.	The Institute met my expectations	91.4	4.0

No.	Item	Agree	Disagree
25.	The reference materials that were provided were very helpful	90.3	2.6
26.	Too much time was devoted to trivial matters	4.4	85.5
27.	The information presented was too advanced	5.2	90.5
28.	The content presented was applicable to the important problems in this area	92.5	3.0
29.	Institutes such as this should be offered again in future years .	95.8	1.0
30.	Institutes such as this will contribute greatly to stimulating interest in improving vocational education in the metropolitan areas	95.8	1.6

* * * *

37. If you had it to do over again would you apply for this institute which you have just completed? Yes %74.2 No %12.0 Uncertain %13.8

38. If an institute such as this is held again would you recommend to your peers that they attend? Yes %86.2 No %9.8 Uncertain %4.0

Significant Highlights of Six Month Post Evaluations

The reader is encouraged to go to the original reports for a more complete analysis of the six month post evaluations for each institute. Each post evaluation form and technique was different and as a result any attempt to develop a succinct and meaningful analysis here short of total duplication of the original report is impossible.

Meaningful excerpts of the post-evaluations are only reported for each institute.

Institute I

The changes reported by the participants are worthy of mention in the evaluation of the institute. One participant commented that "——the institute made him more aware of the change process and the changes taking place in educational systems." This general theme was suggested by at least ten other participants.

Changes which were most often reported included:

1. Establishing advisory groups on inner-city vocational education problems;
2. Developing new programs for special groups in the inner-city;
3. Organizing teams within the system to improve the image of vocational education in the inner-city schools;
4. Increased consultant activity;
5. Team visitations to other metropolitan systems to search for new approaches and goals for their own systems; and
6. The development of a model for vocational education in the system (reported by two participants).

Institute II,

Generally speaking, participants found the institute useful in stimulating their thinking, and served to bring the focus more sharply on short and long-range planning for programs of occupational education.

The unusual format of the institute, with its loosely designed structure, was a source of mixed reactions. While the objectives were accepted, the absence of very specific tasks seemed a matter of concern. The absence or speakers on sub-topics, followed by discussion panels, left many of the participants at somewhat of a loss. When they grasped the purpose of the design, almost all accepted it, with varying degrees of enthusiasm, as a challenge to their professionalism.

The respondents revealed that in the past six months there has been greater emphasis on their part towards planning. They felt a higher degree of capability to engage in long range planning and that fewer programs will be instituted without careful consideration. An additional result has been the presentation of programs in more measurable and objective terms and for more carefully identified populations.

The final question to which the participants responded concerned the continuation of contacts and exchange of information. Almost all of the replies (88%) revealed that materials and ideas are being exchanged among the members. One suggested, in addition, that all participants be visited by institute officials at least once a year to complete and disseminate information on innovative programs.

Institute III

The program of Institute III was especially valuable for administrators and teachers who feel insecure about change.

TABLE V

RESPONSES TO QUESTIONNAIRE III
POST EVALUATION INSTITUTE III

	Planned	Completed	No Action
1. Organized a meeting or conference to present concepts and ideas gained from conference.	12	20	12
2. Prepared a written report on the Institute.	5	25	14
3. Reported orally to a formal meeting of colleagues.	2	35	7
4. Spoke informally to colleagues and superiors regarding the concepts of the Institute.	1	40	3
5. Have exchanged materials with other participants from the Institute.	3	25	16
6. Have contacted resource people for additional help or information.	4	18	22

Circumstances or Conditions That Restricted or Limited Possible Innovations or Implementations in Institute III

a. 22.7% (10) indicated limitations of funds as restrictive factors
b. 18% (8) indicated that there are modifications and changes planned which cannot be changed at this stage
c. 11% (5) indicated limitations of position as restrictive factors
d. 9% (4) stated rejection by the administration of suggestions for innovations.
e. 6% (3) stated limited support as a restricting factor
f. 18% (8) provided no answer

Institute IV

TABLE VI
SIX MONTHS POST EVALUATION SUMMARY

	Action Underway	Action Attempted	Action Planned	Not Appropriate
Identified present supportive programs available to vocational education students in your area.	22	11	2	1
Analyzed capability and effectiveness of existing programs.	15	13	6	1
Conducted further investigation of possible student services requirements on local level.	14	8	3	2
Set up evaluation procedure of present institutional policy regarding real student needs.	11	6	10	7
Contacted service agencies to set up dialogue concerning ways to implement present or needed supportive programs.	19	8	5	1
Developed a directory of local supportive services.	8	5	9	10
Visited other pertinent programs.	17	10	7	2
Presented the Institute outline to other administrators and personnel of your agency.	15	13	1	4
Conducted meetings or conferences to discuss and disseminate information and ideas gained at the Institute.	16	11	3	4
Made further contact with Institute participants, instructors, or consultants.	5	6	6	12
Reported Institute concepts and outcomes informally to colleagues.	23	11	1	1
Exchanged materials with other participants from the Institute.	9	10	4	12
Involved students in planning ways to make the system more responsive to student need for supportive programs.	11	10	8	6
Initiated dialogue of understanding between academic and vocational staff.	21	6	1	8
Initiated inservice program of training for personnel concerned with supportive programs.	14	5	8	9
Implemented a career development program.	17	7	7	5
Effected change in your locality, district, or state reflecting concepts gained at this Institute.	6	13	6	7
TOTAL	243	153	87	92

Institute V

The follow-up report indicates that the main acomplishments of this institute as they were reported six months later were:

1. The dissemination of the ideas and recommendations of this institute far beyond the participants. Through verbal and written reports, meetings and use of institute personnel, the strategies recommended have been presented to a broad base of educators.

2. Continued study and investigation of the problems indentified is indicated.

3. Modifications in teacher education curriculum, pre-service and in-service teacher education, personnel practices, and certification requirements have been initiated and are planned for the near future.

Institute Vi

In November 1970, nine months after the first section of Institute VI and six months after the second, a follow-up evaluation was undertaken by mail. The purpose of the follow-up was two-fold: (a) to assess the perceptions of the participants about the values of the Institute, now six to nine months later; (b) to determine the extent to which the outcomes and processes of the Institute have been found useful or applied to the professional activities of the participants.

TABLE VII

INSTITUTE VI
FOLLOW-UP EVALUATIONS BY PARTICIPANTS:
EFFECTS OF THE INSTITUTE (Means)*

	February		May	
	Mean	NA**	Mean	NA
(1) Changed teacher education program	2.8	8	2.8	5
(2) Involved community more	3.0	7	2.8	6
(3) Shared experiences with co-workers	4.0	0	3.8	1
(4) Altered my interaction patterns	2.6	0	3.2	0
(5) Helped staff overcome prejudices	2.6	7	2.6	3
(6) Used Institute as staff development model	2.0	7	2.8	2
(7) Permitted more participation in planning	2.6	2	3.0	3
(8) Had follow-up contact	2.4	0	2.2	0
(9) Increased contact with disadvantaged	2.8	1	2.8	2
(10) Implemented Institute techniques	2.8	5	3.0	1
(11) Tried to change certification requirements	2.6	7	1.2	10
(12) Felt more aware	2.6	1	3.4	0
(13) Reported on Institute	2.8	0	2.2	0
(14) Designed new training experiences	2.6	4	2.8	2
Overall	2.7		2.8	

*Scoring scale was as follows: Extensively = 5
Moderately = 4
Slightly = 3
Not yet but plan to = 2
Not at all = 1

**Respondents could also respond "not applicable" (NA). These responses were not scored and not included in the means. The number of NA scores is listed here (out of 20 for February and 24 for May).

Institute VII

From the Post-Institute Evaluation one can conclude that:

1. Many of the participants have changed positions and are no longer associated with the agency or institution they represented at the Institute.

2. Much has been accomplished toward implementation of plans for a program of up-dating the curriculums.

3. The local responsibility for selection of participants could be improved upon to include persons in a position to effect change, and

4. More individual responsibility in time on the part of the participant and money are needed to stimulate local change.

Institute VIII

A period of eight months elapsed between the close of Institute VIII and the Post-Institute evaluation. During this time all participants were considered to have had ample opportunity to effectuate the plans developed while at the Institute. It was evidenced by the evaluation that considerable work had been completed toward developing local efforts. The majority of instances where conditions or circumstances prevented implementation, listed in order of prevalence, are: (1) limits of position to introduce change, (2) limited funds and (3) lack of time. Again the respondents reacted favorably to the Institute, confirming other reports on teacher competencies and curriculum needs.

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(12) Felt more aware	2.6	1	3.4	0
(13) Reported on Institute	2.8	0	2.2	0
(14) Designed new training experiences	2.6	4	2.8	2
Overall	2.7		2.8	

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TABLE VIII
FOLLOW-UP EVALUATIONS BY
PARTICIPANTS OF INSTITUTE VIII

	Planned	Completed	No Action
1. Organized a meeting or conference to present concepts and ideas gained from conference.	2	21	15
2. Prepared a written report on the Institute.	2	13	20
3. Reported orally to a formal meeting or colleagues.	2	31	5
4. Spoke informally to colleagues and superiors regarding the concepts of the Institute.	0	37	1
5. Have exchanged materials with other participants from the Institute.	2	16	20
6. Have contacted "resource people" for additional help or information.	6	11	21

Institute IX

The Post-Institute Evaluation form was devised by the staff and included twenty-five items from Form I and five new items. The new items were designed to determine if any innovations which may have been suggested at the Institute had been put into practice locally. Thirty-two participants or 57 per cent of the participants returned the Post-Institute Evaluation form. This response, while not as good as might have been hoped for, is very close to the typical response rate of return for follow-up studies.

Data from this phase of the evaluation procedure were analyzed in the same fashion as in earlier evaluation activities, that is comparisons were made between administrations item by item and for total score. In this phase, *only* previous data for the follow-up respondents was used, not that of the total group. Change in attitude was found from the end of the Institute to the follow-up in a positive direction, that is toward more favorable attitudes toward vocational education on the part of the respondents.

Data from the five new items indicated that in all instances planning was going on at the local level to implement some of the program innovations suggested by the Institute. The final open ended questions was answered by 75% of those who responded to the follow-up and gave evidence that Institute participants were evolving or initiating plans for more community resource groups for vocational education and placement. It was disappointing to note that few school districts have actually tried out in-service training programs for counselors in this area.

Institute X

74% of the participants; returned the post evaluation questionnaire. The questionnaire consisted of 20 items. Table III presents a summary of action in planning, in progress, completed.

TABLE III
POST INSTITUTE EVALUATION SUMMARY
FOR INSTITUTE X

Item Number	YES		NO		NO RESPONSE	
	Number	Percent	Number	Percent	Number	Percent
1	0	0.0	10	71.43	4	28.57
2	13	92.86	1	7.14	0	0.0
3	10	71.43	3	21.43	1	7.14

	IN PLANNING		ACTION IN		ACTION COMPLETED		NO RESPONSE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
4	4	28.57	1	7.14	9	64.29	0	0.0
5	2	14.29	0	0.0	9	64.29	3	21.42
6	2	14.29	0	0.0	9	64.29	3	21.42
7	2	14.29	0	0.0	5	35.71	7	50.00
8	1	7.14	0	0.0	5	35.71	8	57.15
9	1	7.14	0	0.0	2	14.29	11	78.57
10	1	7.14	3	21.43	0	0.0	10	71.43
11	2	14.29	3	21.43	4	28.57	5	35.71
12	1	7.14	7	50.00	2	14.29	4	28.57
13	2	14.29	4	28.57	3	21.43	5	35.71
14	2	14.29	7	50.00	1	7.14	4	28.57
15	6	42.86	6	42.86	0	0.0	2	14.29
16	2	14.29	2	14.29	6	42.86	4	28.57
17	no response							

	YES		NO		NOT INTERESTED		NO RESPONSE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
18	13	92.86	0	0.0	1	7.14	0	0.0
19	7	50.00	2	14.29	5	35.71	0	0.0
20	12	85.71	2	14.29				

Summary:

From the evaluation data presented, it is evident that the concept of conducting multiple institutes under a single coordinating agency has merit. One goal which was only partially achieved was the formation of a team of ten administrators knowledgeable in vocational technical education for each major metropolitan city. The major reasons for being unable to accomplish this most worthy goal were:

1. Many of the major metropolitan city school administrations were in a state of flux – either new personnel were coming in or old personnel were leaving and new appointments hadn't been made.
2. Most of the major metropolitan cities were short of staff and short of funds. As a result, there was reluctance to grant time for attendance at an institute that would require five or more days absence from work.
3. Local problems were such that key administrators feared to leave their city for any length of time.
4. Boards of Education in some instances were adamant in their refusal to permit administration or supervisory staff to be absent from their job regardless of the accepted values of an institute.

It could be concluded that greater attendance and broader coverage of metropolitan administrators could be accomplished through a one or two day intensive seminar with preliminary preparatory materials. This was proven by the successful conducting of a Post Institute Seminar held the latter part of October, 1971.

The major goals of each institute were accomplished and the evaluative data seem to indicate that there was overall satisfaction with the institutes in terms of goals, content, technique and accomplishment.

V POST INSTITUTES SEMINAR

Rationale:

As a result of several central project staff conferences which included the Institute Directors and a number of conferences and consultations with U.S.O.E. personnel and the project officer, it was concluded that a carefully structured intensive short post conference be held in an easily accessible geographic location for the purpose of maximizing the outputs of the Ten Institutes.

Purposes:

The controlling purposes of the proposed Post Institute Conference were:

1. To bring into sharp focus for the eastern major metropolitan city superintendents and the state directors of vocational education from the states east of the Mississippi, the findings conclusions, and recommendations of the Ten Institutes.

2. To provide an opportunity for major metropolitan city superintendents and state directors of vocational education to meet and discuss informally their major problems in the implementation of vocational-technical education and training.

3. To further strengthen and implement the rapport and coordination between vocational administrators in the State Departments of Education and the superintendents of the eastern major metropolitan city school systems.

4. To assess ways and means of maintaining meaningful dialogue and professional cooperation essential to lending professional assistance in making and keeping vocational-technical education and training relevant to major metropolitan city needs.

5. To ascertain areas of concern, impedimenta, in the implementation of vocational-technical education and training in eastern major metropolitan school systems.

6. To broaden the professional horizons of the eastern major metropolitan city school superintendents concerning vocational-technical education and training particularly as to administration, supervision, budgeting, program planning and in-service staff professional improvement.

Participants:

The invited participants include:

1. All of the superintendents of schools from each of the eastern major metropolitan cities served in the project: and

2. All of the state directors of vocational-technical education in the states east of the Mississippi River including Puerto Rico and Washington, D.C.

In addition the project staff of Temple University, each of the ten Institute Directors, selected resource and consultant personnel, and members of the United States Office of Education participated. Fifty-two professionally concerned people attended and participated in the Conference.

Procedures:

Utilizing the Final Reports of each Institute, the expertise of each of the Institute Directors, Temple University Project Staff, and selected resource and consultant personnel, a program was presented which achieved the purposes previously stated.

On the advice and counsel of a number of major metropolitan city school superintendents, the conference was short and intensive allowing maximum participation for the superintendents.

Dr. Paul W. Eberman, Dean of the College of Education, Temple University, welcomed the participants and discussed with them "The Accountability of an Inner Metropolitan City University Toward the Resolution of Human Resource Issues." Dr. Dale Hiestand of Columbia University brought into focus the "Socio-Economic, Political and Technological Forces and Factors Affecting Relevant Public Education in Metropolitan Cities."

Dr. Joseph Manch, Superintendent of Schools for Buffalo, New York, and President of the Great Cities Council, assisted in planning the conference and in securing the professional participation of the Eastern Metropolitan City School Superintendents.

Major metropolitan city problems relating to the implementation of a relevant program of vocational-technical education and training were screened and matched with the findings, conclusions, and recommendations of the Institutes to form the basis for an important open forum which concluded each of the sections of the program.

The presented recommendations were assessed by the participants and the suggestions for their implementation were recorded for future action and are included in the Popular Summary. (Appendix F, Volume II).